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ABSTRACT

This document is a teaching unit of the Coordinated Career Education Curriculum Guide, available separately in ERIC--see note. It provides learning activities for 15 career clusters to be explored by special needs students. The career clusters covered in the unit include agribusiness and natural resources, business and office, communication and media, construction, consumer and homemaking, health, environment, fine arts and humanities, hospitality and recreation, manufacturing, marine science, marketing and distribution, transportation, personal services, and public service. The unit contains an overall goal and objectives associated with the various learning activities. Resources and/or materials needed for each activity are noted, and information sheets and handout sheets are included for many of the activities. Appendixes contain information on conducting field trips and being a resource person. (KC)

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CE 029 234

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EXPLORING CAREER CLUSTERS

Written and Compiled
by
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1981

Coordinated Career Education Project

University of Central Arkansas

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Section III

Career Exploration and Planning

Unit I

Exploring Career Clusters
of the
Coordinated Career Education
Curriculum Project

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

The following activities have been developed with the intent that they may stimulate both student and teacher to initiate futher exploration into career opportunities within the various career clusters.

Though the activities are numbered, they need not be conducted in any specific order except for the initial cluster introduction, definition, and terminology. Some activities listed under specific clusters may in fact transcend all clusters. An example of this is the Mystery Object listed under the Agri-business and Natural Resource cluster. With the proper adaptations, the activity may work well with the other clusters.

Exploring Career Clusters is a part of an overall Coordinated Career Education Curriculum Guide and may be used as such. It may also be used in whole or in part as an independent unit.

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AGRI-BUSINESS & NATURAL RESOURCES

GOAL The student will be aware of employment possibilities.

UNIT Exploring Career Clusters

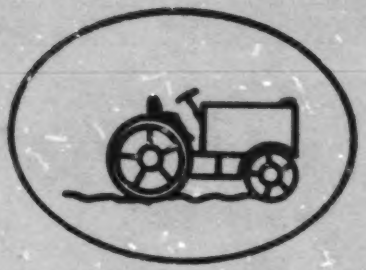
Objectives	Activity	Resources/Materials	Work Space
1. The student will be aquainted with the career clusters. 2. The student will know jobs within each cluster which appeal personally to their life goals. 3. The student will be aware of the pay scale for appealing jobs. 4. The student will be aware of the locally available jobs which relate to the desired job.	I. Agri-business and Natural Resources. 1. Cluster Introduction, Definition, and Terminology *use overhead to preview cluster transparency CCE-S1 *define and discuss terminology of the cluster *discuss symbols and characters viewed on transparency *determine if students are familiar with the cluster *survey the students to determine if any have worked or are working on jobs within the cluster or know someone who is	1. Forms: A. Cluster transparency CCE-S1 B. Cluster job samples transparency CCE-T3 1. Resources: A. Career Education, pamphlet. US Office of Education, Washington, DC 20202 B. Exploring Careers, US Dept. of Labor Bureau of Labor Statistics, Superintendent of Documents, US Government Printing Office Washington, DC 20402 C. Dictionary of Occupational Titles, US Dept. of Labor Employment and Training Admin.	

GOAL The student will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	1. Cluster Introduction, Definition and Terminology (con't) *examine job sample form, place areas on blackboard, then allow students to fill in occupations *discuss the desirability and availiability of various jobs *discuss skills needed, pay scales, and outlooks for various jobs	1. Resources (con't): D. Occupational Outlook Handbook, US Dept. Labor, Bureru of Labor Statistics	

Agri-business and Natural Resources



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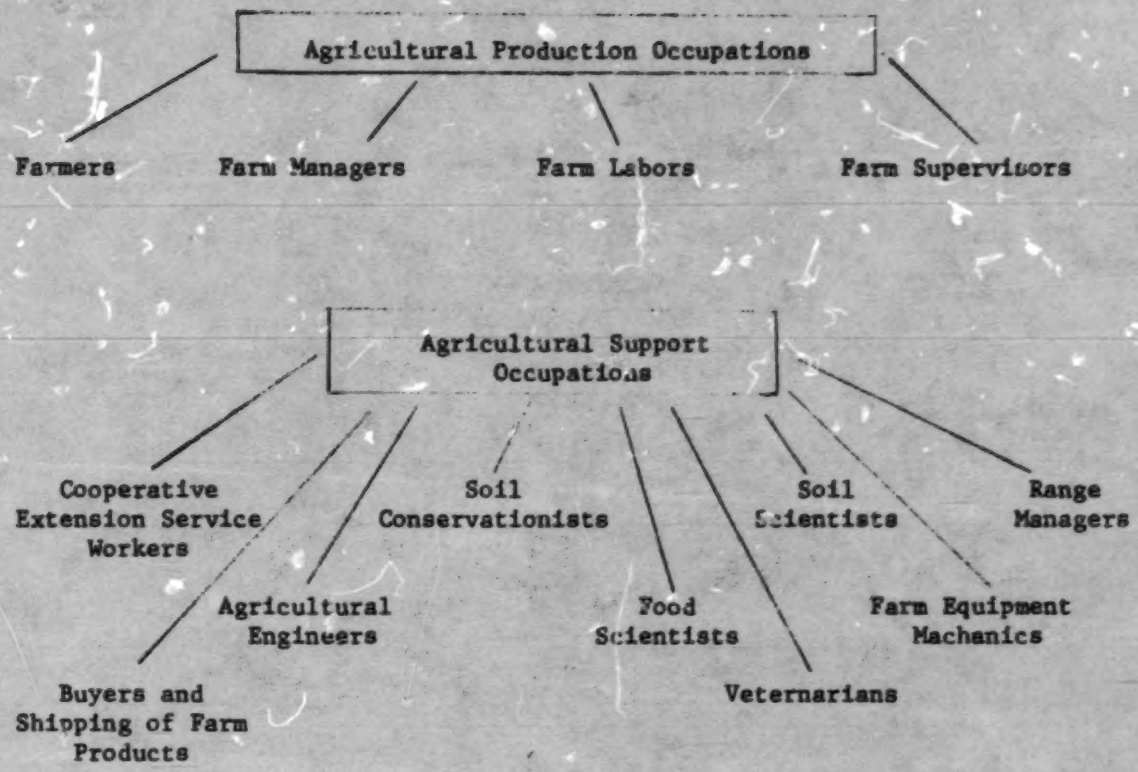
Agri-Business and Natural Resources



CCE-T3

GOAL The student will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	2. Down on the Farm Collage *have students cut out pictures from magazines of animals, buildings, scenery, and other things that they would like to have on a farm or ranch *paste up materials to form a collage *each student presents his or her collage to the class explaining why the items were selected *aid in the discussion of the purpose and function of various items presented *display the collage	2. Materials: A. Magazines: 1. Progressive Farmer 2. Southern Living 3. Rural Arkansas 4. Home & Gardens, etc. B. Round-tip scissors C. Glue D. Poster board or any light weight material of any shape that the glue will adhere to	

GOAL The student will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	3. Mystery Object *select some object associated with agri-business and natural resources. Examples: a yellow squash, post-hole diggers, corn meal, a forest ranger's hat, etc. *have the object covered and placed before the class. You may wish to colorfully decorate a sheet or box with the words "Mystery Object" for the cover *either reveal the object and let the students try to determine what the object is or *give clues and let the student determine what the object is before revealing it	3. Materials: A. Cloth or boxes of appropriate size B. Lettering and colorful decorations for the cover C. An object associated with agri-business and natural resources 3. Resources: A. Operation/instruction manuals B. Encyclopedias C. Specific Texts	

GOAL The student will be aware of employment possibilities.		UNIT Exploring Career Clusters	
Objectives	Activity	Resources/Materials	Work Space
	3. Mystery Object (con't) *discuss where the object comes from, what it is used for, how it is used, etc. *when possible, let the students smell, taste, handle, operate, tear apart, and thoroughly involve themselves with the object *have students who live on farms bring objects		

GOAL The student will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	4. Word Find *see Word Find example *discuss terminology associated with agri-business and natural resources *place the word(s) on an overhead projector and provide students with a handout containing the word(s) *give the students examples of how word find works using one or two reoccurring letters *stress correct spelling and proper use of words *have students perform the exercise at their desks or on the board *evaluate and compare answers before the class	4. Forms: A. Word Find example CCE-T8 B. Word Find handout CCE-S2 4. Resources: A. A Digest of Resource Activities for Career Education, booklet, AR State Dept. of Ed., Arch Ford Education Building, Little Rock, AR 72201 B. Dictionary of Occupational Titles, book, US Dept. of Labor, Employment and Training Adminstration, Superintendent of Documents, US Government Printing Office, Washington, DC 20402 C. Exploring Careers, as cited	

Word Find Example

FARM
GRASS
CORN
FISH
CROPS
PICKUP
PLOW
TRACTOR
BULL
RICE
FEED

NATURE
LEAF
TIMBER
LUMBER
RIVER
GAME
LOGGER
TRAILS
WATER
SAW
FORESTER
PULP
STREAM
PERCH
FALLER
SOIL

Word Find

A G R I C U L T U R E

N A T U R A L R E S O U R C E S

GOAL The student will be aware of employment possibilities.

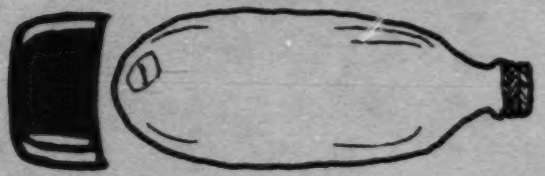
UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	5. Lets Make A Terrarium *dicuss what a terrarium is and how it works *have students collect needed materials *review form CCE-S3 with students *make the terrarium *experiment with soil mixtures and artistic arrangements *discuss the value of terrariums and transplanting *discuss the value of recyling materials *if desired, experinemt with transplanting	5. Form: How to make a terrarium CCE-S3 5. Materials: A. Two leter plastic beverage bottle with separable plastic base B. Scissors C. Gravel and sand D. Rotted leaves and garden loam (dirt) for soil mixture E. Charcoal pieces for soil mixture 5. Resources: A. Encyclopedia Brittanica, Vol. 21	

HOW TO MAKE A TERRARIUM

1

2



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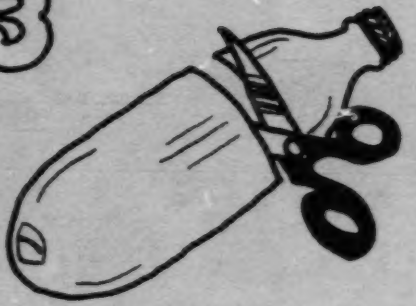

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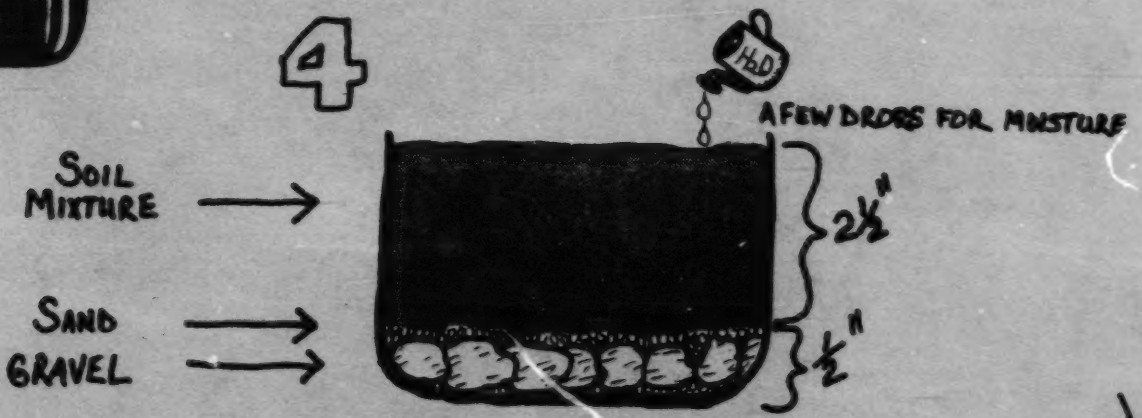

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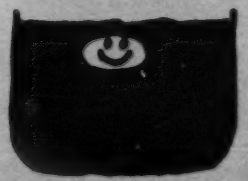
PLANT SEED ½" BELOW SOIL SURFACE



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JEADS

GOAL The student will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	6. Field trip *take class on a field trip	6. Form: See appendix A	
	7. Visit by a Resource Person *invite a resource person to visit	7. Form: See appendix B	

BUSINESS & OFFICE

GOAL The student will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	II. Business and Office 1. Cluster Introduction, Definition, and Terminology *use overhead to preview cluster transparency CCE-S4 *define and dicuss terminology of the cluster *discuss symbols and characters viewed on transparency *determine if students are familiar with the cluster *survey the students to determine if any have worked or are working on jobs within the cluster or know someone who is	1. Forms: A. Cluster transparency CCE-S4 B. Cluster job sample form CCE-T13 1. Resources: A. Careers in Business, booklet, National Business Education Asso. 1201 Sixteenth Street, N.W., Washington, DC 20036 B. Dictionary of Occupat. Titles, as cited C. Encyclopedia Dictionary of Business, book, Prentice-Hall, Inc., New York, NY D. Occupational Outlook Handbook, as cited	

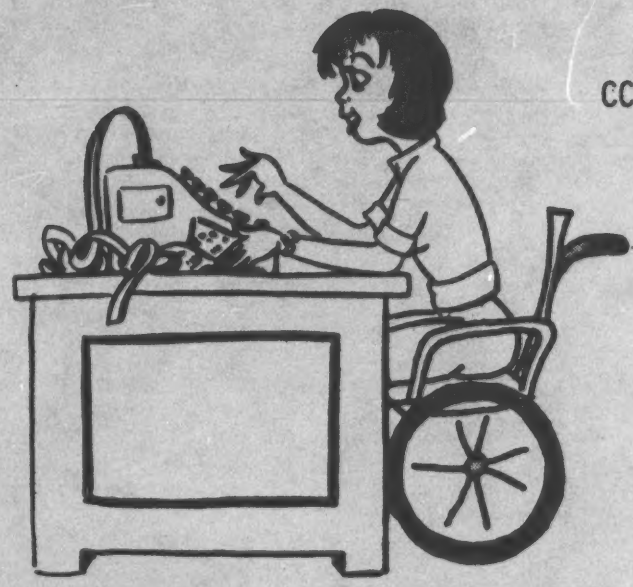
GOAL The student will be aware of the employment possibilities for them.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	*examine job sample form, place areas on blackboard then allow students to fill in occupations *dicuss the desirability and availability of various jobs *discuss skills needed, pay scales, and outlooks for various jobs	E. 2001 Business Terms and What They Mean, Doubleday and Company, Inc., Garden City, NY	

Business and Office

CCE-S4



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Business and Office

AREAS	OCCUPATIONS
Secretarial	Stenographer, court reporter, executive secretary, legal or medical secretary.
Clerical	Clerk typist, file clerk, shipping and receiving clerk, dispatcher, information or appointment clerk, office machine operator, title searcher, switch board operator, post office clerk, receptionist, graphic arts specialist.
Bookkeeping and Accounting	Credit analyst, estimator, auditor, bank teller, bookkeeping machine operator, cashier, tax specialist, junior accountant, treasurer.
Data Processing	Systems analyst, programmer, computer and console operators, keypunch and coding equipment operator, tape librarian, project planner.
Management	Administrative assistant, budget management analyst, adminstrative secretary, clerical and office supervisor, chief clerk, credit and collection manager, personnel manager, sales manager, warehouse.
Business Ownership	Dealership, retail franchise, construction, manufacturing, transportation, business services, personal services.

GOAL The student will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
41	2. Occupation File *develop form letter CCE-T16 requesting occupation information. If possible, use school stationary or *develop your own stationary with a letterhead with return address and envelope *have class compile a list containing local, state, and national address of possible sources of occupational information *have each student responsible for sending request letters to a portion of the list. *decorate a cardboard box or a portable file that will contain information received.	2. Form: Example form letter CCE-T16 2. Materials: A. Stationary and envelope B. Stamps C. Typewriter D. Cardboard box or portable file E. Materials to letter and decorate file box F. dividers and files 3. Resources: A. Exploring Careers, as cited	42

GOAL The student will be aware of employment possibilities.		UNIT Exploring Career Clusters	
Objectives	Activity	Resources/Materials	Work Space
43	*devise sections in the box for each of the 15 career clusters to file information received *examine and discuss all information received *determine under which cluster the information best fits *place information in file folders listing occupat. *Place files alphabetically under each cluster *you may wish to make a list of addresses of information received broken down alphabetically by occupations and cluster *display file box whenever possible *relate development of file to business and office	B. Career Education Resource book, State Dept. of Ed., Clumbia, SC 29201 C. Life Centered Career Education, book, The Council for Exceptional Children, 120 Association Drive, Reston, VA 22091 D. Write to: 1. employment offices 2. businesses 3. additional information addresses listed in various sources 4. Public Relations Society of America 845 Third Avenue, NY, NY 10022 5. others	44

(Name of Your School)
(Address of Your School)
(Telephone Number of Your School)

(Date)

(Inside
Address)

Gentlemen

Please send any free information, pamplets, booklets, or catologs you have concerning occupations and career exploration. This information is to be used in developing an Occupation File as a class project.

I am presently enrolled in the Coodinated Career Education Program at (Name of your school, city, and state). I would appreciate your assistance.

Thank you.

Sincerely

(signature)

(Name typed) student
Coordinated Career Education

CCE-T16

GOAL The student will be aware of employment possibilities.		UNIT Exploring Career Clusters	
Objectives	**Activity**	**Resources/Materials**	**Work Space**
	3. My business is _____. *use overhead to preview transparency CCE-S5 *provide students with handouts of CCE-S6 *encourage students to be creative with their business. Have them: fill in the name of their business do additional art work to provide a clearer picture of their business and its function *use overhead to preview transparency *provide students with handouts of *have students fill out CCE-S6 in relationship to their businesses	3. Forms: A. My Business is _____ picture CCE-S5 B. My Busines is _____ form CCE-S6 3. Resources: A. Careers in Business, as cited B. Entering the World of Work, book, McKnight Publishing Company, Bloomington, IL 61701 C. Occupational Outlook Handbook, as cited	

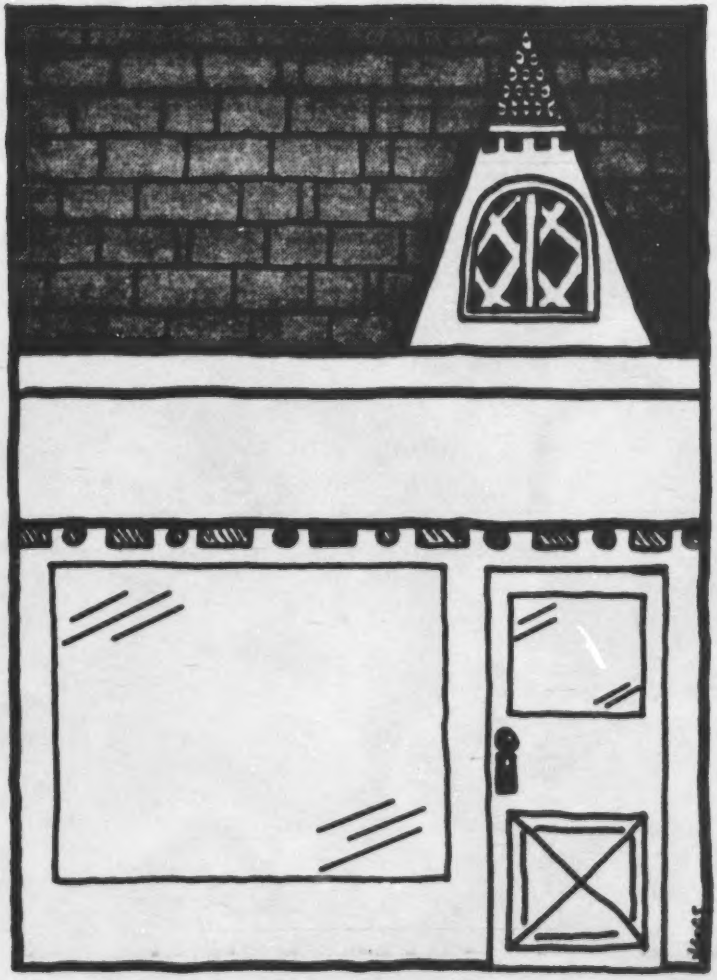
GOAL The student will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	*discuss, compare, and display completed handouts and the various businesses developed		

My Business Is...

CCE-S5



My Business Is...

_____ owner

□ The name of my business is _____

_____.

□ At _____,
(name of business)

we _____
(what is done at business)

_____.

□ _____
(name of business)

_____ is located _____
(be specific as to where)

_____

_____.

□ There are _____ people working at _____
(how many)

□ _____.
(name of business)

Some of the jobs at _____
(name of business)

_____ are _____,
(list jobs)

_____, and _____.

□ Most people who work at _____
(name of business)

_____ make about _____.
($$$)

□ The best thing about _____
(name of business)

_____ is _____

_____.

□ The worst thing about _____
(name of business)

_____ is _____

_____.

CCE-S6

GOAL The student will be aware of employment possibilities.		UNIT Exploring Career Clusters	
Objectives	Activity	Resources/Materials	Work Space
	4. Field Trip *take class on a field trip	4. Form: See Appendix A	
	5. Visit by a Resource Person *invite a resource person to visit	5. Form: See Appendix B	

COMMUNICATION & MEDIA

54

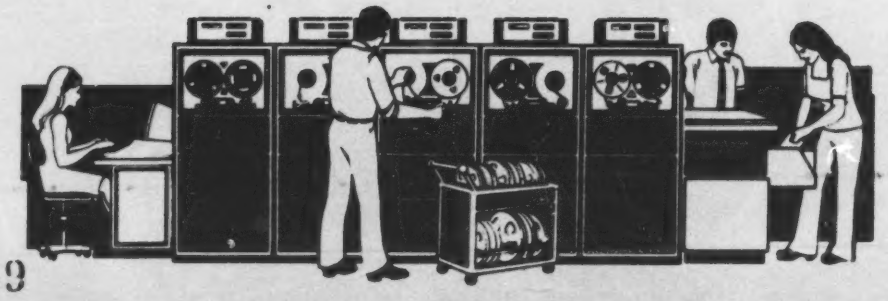
GOAL The student will be aware of employment possibilities.		UNIT Exploring Career Clusters	
Objectives	**Activity**	**Resources/Materials**	**Work Space**
	III. Communication & Media 1. Cluster Introduction, Definition, and Terminology *use overhead to preview cluster transparency CCE-S7 *define and discuss terminology of the cluster CCE-T22 *discuss symbols and characters viewed on transparency CCE-S7 *determine if students are familiar with the cluster *survey the students to determine if any have worked or are working on jobs within the cluster or know someone who is	1. Forms: A. Cluster transparency CCE-S7 B. Cluster job sample form CCE-T22 1. Resources: A. Careers for a Changing World: Communications & Media, booklet, NY Life Insurance Co., 51 Madison Ave. NY, NY 10010 B. Communication Careers, brochure, Association for Communication Adm., 5105 Backlick Rd., Suite E, Annadale, VA 22003 C. Dictionary of Occupational Titles, as cited	

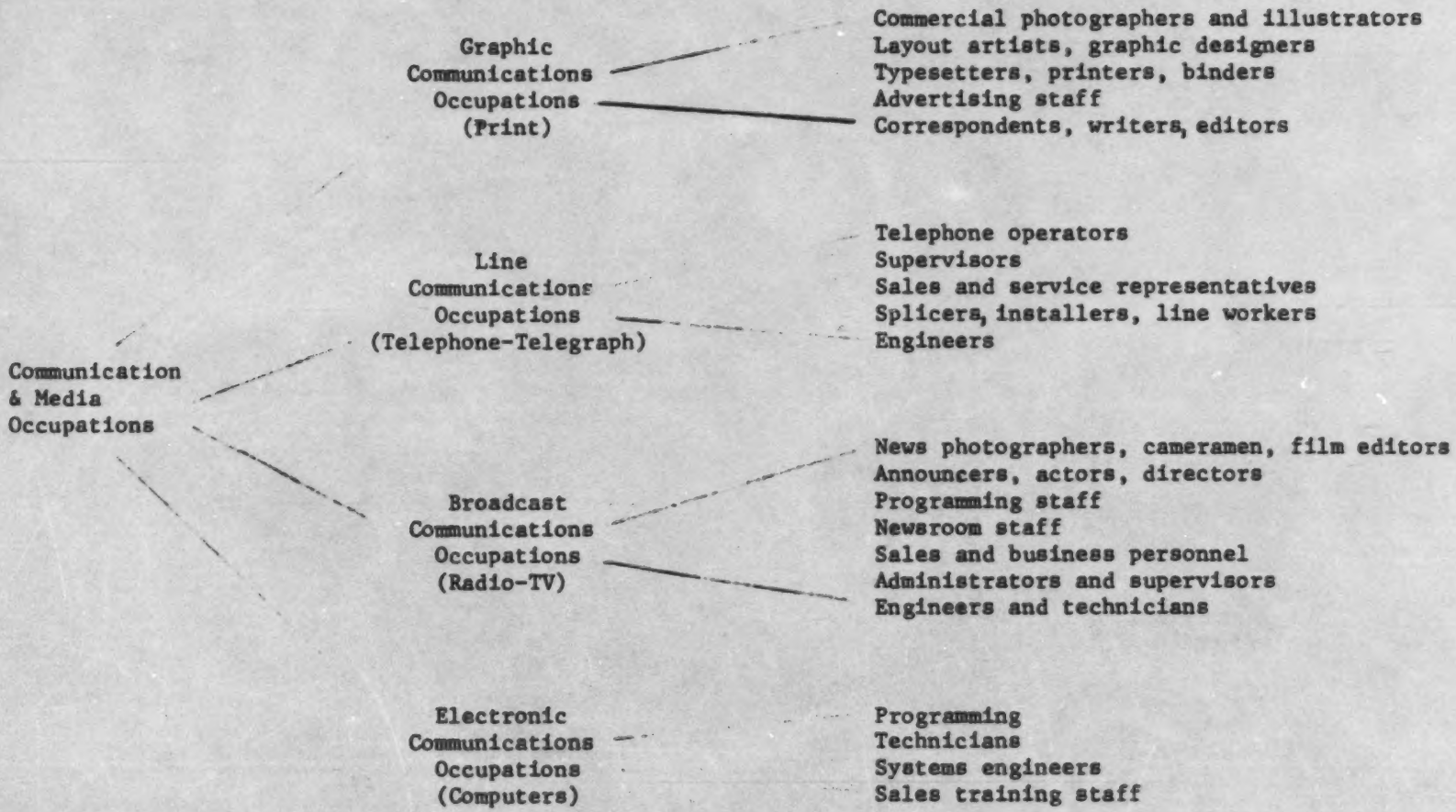
GOAL The student will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	*examine job sample form CCE-T22, place areas on blackboard, then allow students to fill in occupations *discuss the desirability and availability of various jobs *discuss skills needed, pay scales, and outlooks for various jobs	D. Occupational Outlook Handbook, as cited	

Communication and Media




Communication & Media Occupations
Graphic Communications Occupations (Print)
Commercial photographers and illustrators
Layout artists, graphic designers
Typesetters, printers, binders
Advertising staff
Correspondents, writers, editors
Line Communications Occupations (Telephone-Telegraph)
Telephone operators
Supervisors
Sales and service representatives
Splicers, installers, line workers
Engineers
Broadcast Communications Occupations (Radio-TV)
News photographers, cameramen, film editors
Announcers, actors, directors
Programming staff
Newsroom staff
Sales and business personnel
Administrators and supervisors
Engineers and technicians
Electronic Communications Occupations (Computers)
Programming
Technicians
Systems engineers
Sales training staff

GOAL The student will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	2. Who's Calling Please? *discuss the importance of articulate and courteous speech utilized in telephone conversation *discuss how these techniques are utilized in various careers *examine telephone message examples form CCE-S8 *review Who's Calling Please? form CCE-S9 with student *provide telephone message examples while students fill out Who's Calling Please? form accordingly or *have two students, one giving the message while the other receives it and fills out the Who's Calling Please? form role play before the class	2. Forms: A. Telephone message example form CCE-S8 B. Who's Calling Please? form CCE-S9 2. Resources: A. Dictionary of Occupational Titles, as cited B. Speak Up! book, The McMillan Company, NY C. Teaching Speech Communication, book, David McKay Co., Inc. NY D. Teletrainer, Mult-Media kit, contact you local Bell Telephone Company Office	

GOAL The student will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	*you may wish to use telephones provided in Teletrainer kit. *discuss role playing as a form of communication		

Telephone Message Examples

- This is Mr. (student's name) of (student's name) Auto Repair shop. I've called to tell Mrs. (student's name) that her car is fixed. Please have her call me at 555-1234, extension 567 so I may tell her when to pick the car up.

- Hello Mr. (student's name). I just called to ask you daughter (student's name) about our math homework. If she can, please have her call me at 7:30 tonight. Thank you. (The person taking the message here should ask who is calling and should obtain a return number.)

- Ms. (student's name) calling. Is Mr. (student's name) in? (The response here should be no.) Have him meet me in my office as soon as he returns. (The person taking the message here should reaffirm the office number and telephone number of the caller in care of any conflicts.)

- This is the Telephone Company. Please inform (student's name) that the response to his/her earlier call is no. (This message should be taken even if the person that is being called is in. Due to the nature of the call, no other information need be obtained from the caller.)

Who's calling please?

To: _____

A MESSAGE FOR YOU

_____
(name of caller)

of _____
(firm)

Phone ( ) _____ / _____
area number extension

Telephoned	☐	Will Call Again	☐
Returned Your Call	☐	Came To See You	☐
Please Phone	☐	Wants To See You	☐

Urgent ☐

Message: _____

_____

_____

_____

Message Taken By _____ Date __/__/__

Time __:__ ☐am ☐pm

CCE-S9

GOAL The student will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	3. Communications Occupations Bulletin Board *have students make a bulletin board from form CCE-S10 *use opaque or overhead projector to project CCE-S10 to desired size on smooth wall *place paper and trace projected images *apply desired colors *various textured materials may be used for visually impared students *provide lengths of yarn, with tacks tied to each end to match occupations with characters options: *provide handouts of form CCE-S10	3. Form: Match the Communcations Occupations CCE-S10 3. Materials: A. Opaque or overhead projector B. Construction paper, colored roll paper, butcher paper, etc. C. Textured materials (felt, burlap, foil, etc.) D. Crayons, markers, pens, etc. E. Tacks, staples, pins, and tape	

GOAL The student will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	*develop more and/or different occupations and characters	3. Resources: A. Career Education Survival Manual, book, Olympus Publishing Co., 1670 East Thirteenth South, Salt Lake City, UT 84105 B. Dictionary of Occupational Titles, as cited	

What's My Job?

Match the jobs with the workers.

CCE-S1C

disc jockey

telephone line installer

news photographer

computer programmer

GOAL The student will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	4. Advertisement Paste-Up *have students examine advertisements in magazines and newspapers *ask students why certain ads appeal to them *examine and discuss example paste up ad CCE-S11 *cut out pictures, lettering, and other vital information from magazines and newspapers *make paste up ads from this information *display and discuss ads *discuss how paste up ads communicate ideas and are used in printing	4. Form: Example paste-up ad CCE-S11 4. Materials: A. old magazines & newspapers B. scissors C. glue D. paper (various sizes) to paste information to 4. Resources: A. Commercial Art Techniques, book, Tudor Publishing Co., NY B. Creativity Annuals, book Art Direction Book Co., C. Intro Graphic Communications, booklet, Edu. Council of Grapic Arts	

IT'S A BLOCKBUSTER

SALE!

Matched Music Systems

SPECIAL PRICE $189

PRICE CUT 25%!!

Open Monday-Saturday
8:30 a.m. to 7 p.m.

REED'S

SOUTHWEST MALL

GOAL The student will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	5. Field Trip *take class on a field trip	5. See appendix A	
	6. Visit by a Resource Person *invite a Resource Person to visit	6. See appendix B	

CONSTRUCTION

GOAL The student will be aware of employment possibilities.

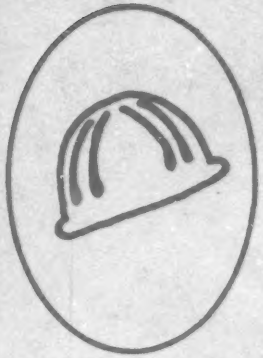
UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	IV. Construction 1. Cluster Introduction, Definition, and Terminology *use overhead to preview cluster transparency CCE-S12 *define and discuss terminology of the cluster *discuss symbols and characters viewed on transparency CCE-S12 *determine if students are familiar with the cluster *survey the students to determine if any have worked or are working on jobs within the cluster or know someone who is	1. Forms: A. Cluster transparency CCE-S12 B. Cluster job sample form CCE-T30 1. Resources: A. Careers for a Changing World: Construction, booklet, New York Life Insurance Co., 51 Madison Ave., New York, NY 10010 B. Considering A Career in the Construction Industry, booklet, National Association of Women in Construction, 2800 West Lancaster Ave. Front Worth, TX 76107 C. Dictionary of Occupational Titles, as cited D. Exploring Careers, as cited	

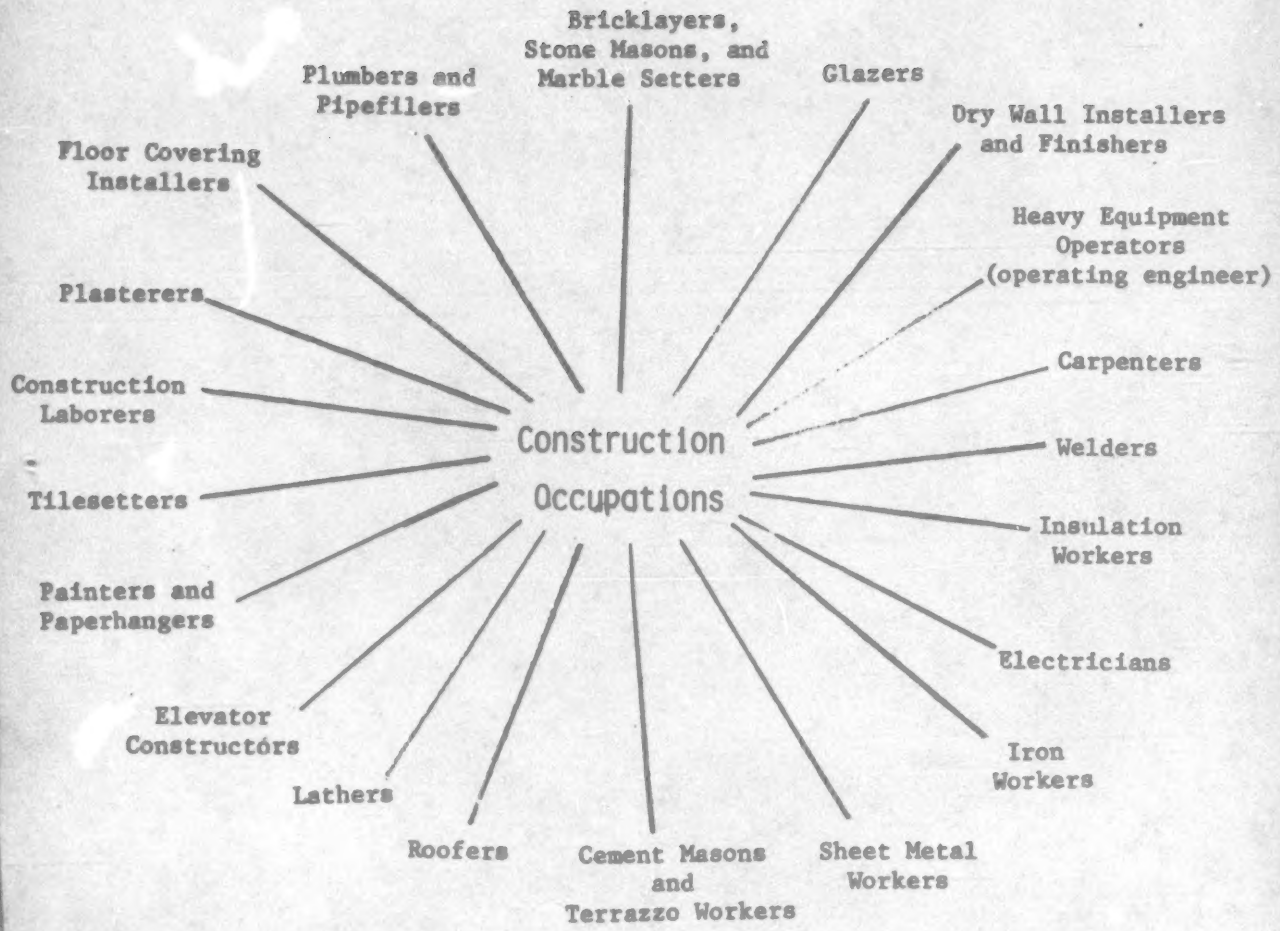
GOAL The student will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	*examine job sample form CCE-T30, place cluster on chalk board then allow students to fill in occupations *discuss the desirability and availability of various jobs *discuss skills needed, pay scales, and outlook for various jobs	E. Occupational Outlook Handbook, as cited F. The World of Construction, McKnight and McKnight, Bloomington, IL	



Construction


Construction Occupations
Bricklayers, Stone Masons, and Marble Setters
Plumbers and Pipefilers
Glazers
Floor Covering Installers
Dry Wall Installers and Finishers
Heavy Equipment Operators (operating engineer)
Plasterers
Carpenters
Construction Laborers
Welders
Tilesetters
Insulation Workers
Painters and Paperhangers
Electricians
Elevator Constructors
Iron Workers
Lathers
Roofers
Cement Masons and Terrazzo Workers
Sheet Metal Workers

GOAL The student will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	2. Mystery Sound *make recordings of sounds associated with construction (saws, bulldozers, trucks, instructions being called out, hammering, sanding, a chain saw, welding, a cement mixer, and others) *talk to an industrial education teacher about obtaining sounds *students may make recordings themselves *play the mystery sound for the class, repeat if necessary *students try to determine what the sound is	2. Equipment: A. audio tape recorder with microphone B. audio tapes or C. record player if prerecorded discs (sound effects records) can be obtained 2. Resources: A. AV Instruction: Technology, Media and Methods, book, McGraw-Hill Book Company, New York, NY B. 1001 Ideas for the Classroom Teacher, book, McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, CA 941704	

GOAL The student will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	*have class induce a situation from the sound (example: the sound of a saw could infer that studs are being cut to support the second floor of a home under construction) *make and discuss drawings and/or write the stories of these situations		

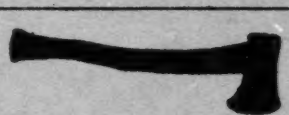
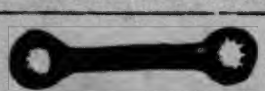
GOAL The student will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	3. Tools for Construction *provide students with handout of Tools for Construction CCE-S13 *give instructions and proceed with activity *examine key CCE-T34 *note that activity emphasize ability to utilize tools rather than identify *compare and discuss answers upon completion *develop more tool examples *make cardboard cutouts of tools to provide hands on experience for visually impared students and handling & instructions *when possible, provide actual tools	3. Forms: A. Tools for Construction CCE-S13 B. Key CCE-T34 3. Materials: A. cutting tool (scissors, knife, etc.) B. cardboard 3. Resources: A. Change for Children: Ideas and Activities for Individualized Learning, book, Goodyear Publishing Co., Inc., Pacific Palisades, CA B. Proper Use and Care of Hand Tools, Pliers, Screwdrivers, Wrenches, Striking and Struck Tools, booklet, Hand Tools Institute	

Tools for Construction

-List some jobs that can be done with each tool
-Name a machine that uses the same action as the tool (example: a screw driver turns. A machine that turns is an electric drill)
-If you can, name the tool

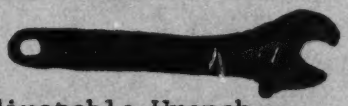
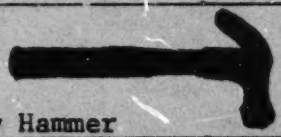
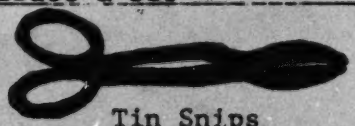
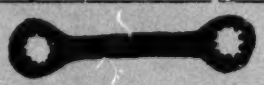
Tools	Jobs	Machines
example Screwdriver	Put screws in table legs, screw down electrical connections, screw hinges on doors	Electric Drill
		
		

CCE-S13

Tools for Construction

KEY!

-List some jobs that can be done with each tool
-Name a machine that uses the same action as the tool (example: a screw driver turns. A machine that turns is an electric drill)
-If you can, name the tool

Tools	Jobs	Machines
examples Screwdriver	Put screws in table legs, screw down electrical connections, screw hinges on doors	Electric Drill
 Adjustable Wrench	Turning nuts on bolts	Air-drive Drill
 Claw Hammer	Driving nails and pulling nails with claw	Air-drive Drill Impact Hammer
Ax	Chopping wood	Chain Saw
Brace & Bit	Drilling holes	Electric Drill
 Tin Snips	Cutting thin metal	Cutting Torch
C-clamp	Holding and clamping objects together	Hydaulic Table Vice
 Box Wrench	Turning nuts and bolts	Air-drive Drill
Saw	Sawing lumber	Electric Saw
Bench Plain	Plaining wood for eveness and close fit	Electric Jointer-Plainer

CCE-T34

GOAL The student will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	4. Get The Job Done Game *game board CCE-S14 can be traced onto posterboard using projected image from opaque or overhead projector then laminate *make tokens and spinner *card examples CCE-T37-39 may be cut up, laminated, and used with cards developed by teacher or students *2 to 6 student can play *each player, in turn, spins the spinner and moves accordingly *when taking a card, each player must make sufficient effort to answer the question	4. Forms: A. Game Board CCE-S14 B. Card Examples CCE-T37-39 4. Materials: A. poster board B. colored felt pens or markers C. laminating material if desired D. tack E. small eraser 4. Resources: A. Exploring Careers, as cited B. Teaching Tools You Can Make, book, Victor Books, SP Publishing, Inc., Wheaton, IL 60187	

GOAL The student will be aware of employment possibilities.

UNIT Exploring Career Clusters

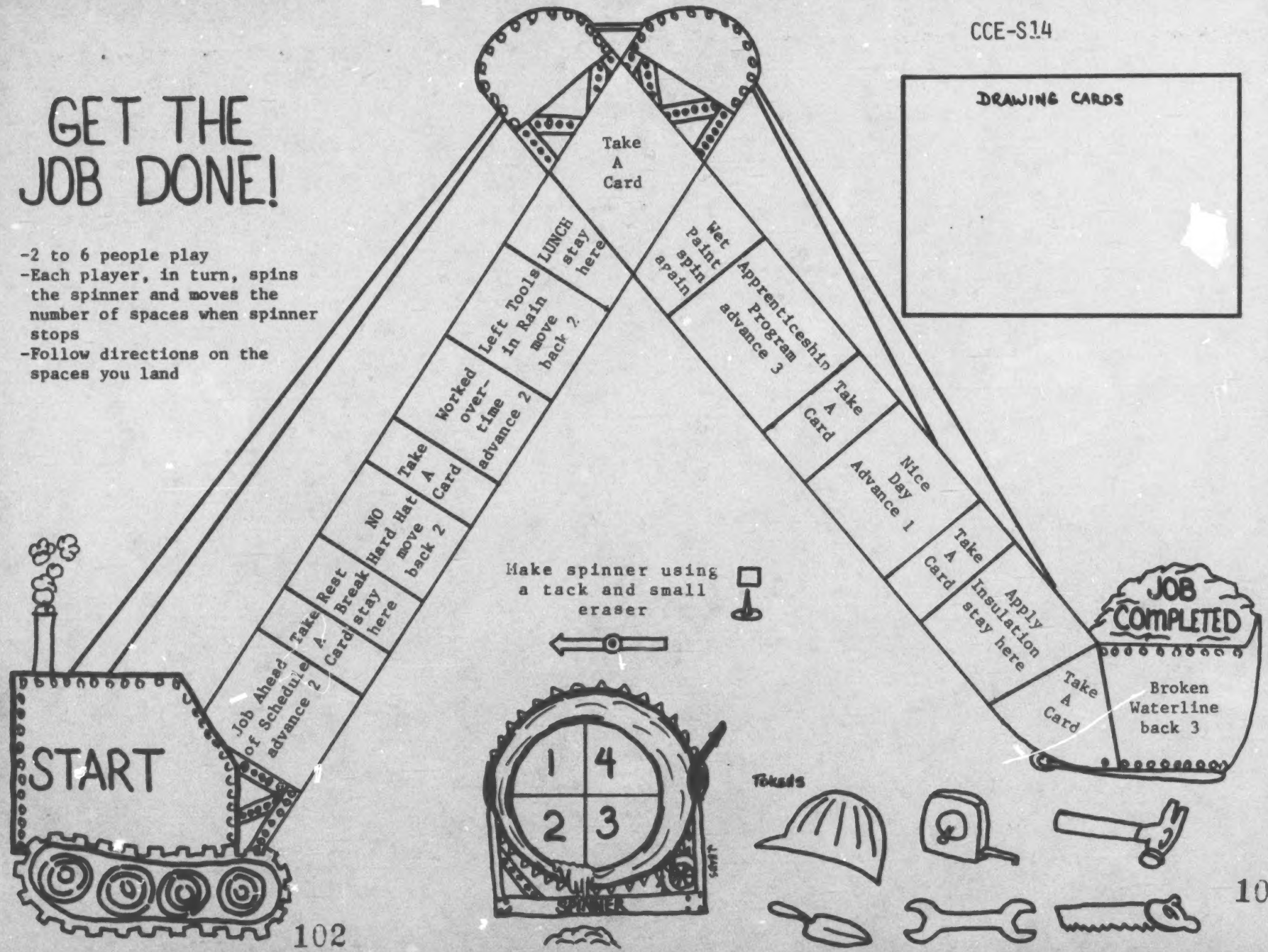
Objectives	Activity	Resources/Materials	Work Space
	*there are no penalties or rewards for answering questions, only learning experience *first person to complete the job is the winner		

CCE-S14

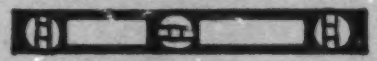
GET THE JOB DONE!

-2 to 6 people play
-Each player, in turn, spins the spinner and moves the number of spaces when spinner stops
-Follow directions on the spaces you land

DRAWING CARDS



Card Examples

The ability to select and match colors and shades requires good: A. strength B. color discrimination C. structual definition D. stamina Answer: B	This is a _____  Answer: Level	Tools that can be picked up and easily handled are: A. heavy equipment B. hand tools C. cumbersome D. dangerous Answer: B
How many inches are in 7 and ½ feet? Answer: 90 inches	If 6 penny nails are 23¢ per pound, how much would 10 pounds cost? Answer: $2.30	Unscrable the leters R Z E L D U B O L Clue: this machine moves large amounts of earth. Answer: Bulldozer
Unscramble the letter N S T C O R N T U C I O B R O R E L A O clue: a "jack of all trades" Answer: Construction laborer	I can install or replace your carpet. I am _____ _____. Answer: A floor covering installer.	A person spending many years learning and perfecting his labors is said to be _____. Answer: Skilled

Card Examples

A person who designs buildings and draws blue prints for construction workers to follow is a/an _____.	If you need a board 8½' long and the boards you have are 12' long, measuring from the short end, how much board are you going to cut off?	I spread, smooth, and finish poured concrete surfaces. Who am I?
Answer: Architect	Answer: 3½'	Answer: Cement Mason
What is a contractor?	If you hear a bell or buzzer like sound while working around heavy equipment, this means _____ _____.	What does a glazier do?
Answer: A contractor obtains all materials equipment and labor for a job. The contractor is to see that every phases of work is done on schedule.	Answer: Beware, the equipment is backing up.	Answer: A glazier installs all types of building glass.
A bricklayer lays 80 bricks per hour. How many 8 hour days will it take to lay 960 bricks?	I plant grass, shrubs, and small trees around new buildings. I am a/an _____.	Complete this word P_ _ MB_R clue: has something to do with pipes.
Answer: A day and a half (12 hours)	Answer: Landscaper	Answer: Plumber

Card Examples

If it takes a painter 15 minutes to paint 100 sq. ft. How many hours will it take to paint 2,000 sq. ft.?

Answer: 5 hours

If a painter mixes yellow paint with blue paint, what color paint will be made?

Answer: Green

On a "blueprint" what does this mean?

Answer: A door

Terrazzo is:

A. a plastic glue
B. a tool
C. boards made from compressed sawdust
D. concrete with marble chips mixed in

Answer: D

Unscramble the letters D E W R L E
clue: joins metal parts together using arc of gas welding equipment.

Answer: Welder

To save energy and keep a house warm in winter and cooler in summer, _____ is applied.

Answer: Insulation

A mixture of water, sand, gravel, and cement makes _____.

Answer: Concrete

Complete this word.
E_ _ C_ R_ _I_N clue: has to do with electricity.

Answer: Electrician

A finishing carpenter _____

A. builds walls
B. spreads plaster and wall paper
C. installs interior wooden trim
D. applies stucco and gypsum

Answer: C

GOAL The student will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	5. Field Trip *take class on a field trip	5. Form: See Appendix A	
	6. Visit by a Resource Person *invite a resource person to visit	6. Form: See Appendix B	

CONSUMER & HOMEMAKING

GOAL The student will be aware of the employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	V. Consumer and Homemaking 1. Cluster Introduction, Definition, and Terminology *use overhead to preview cluster transparency CCE-T43 *define and discuss terminology of the cluster *discuss symbols and characters viewed on transparency *determine if students are familiar with the clusters *survey the students to determine if any have worked or are working on jobs within the cluster or know someone who is	1. Forms: A. Cluster transparency CCE-S15 B. Consumer and Homemaking Areas CCE-T43 1. Resources: A. Careers for a Changing World: Consumer Service & Homemaking. booklet, NY Life Insurance, Co., 51 Madison Ave., NY NY B. Dictionary of Occupational Titles, as cited C. Occupational Clusters, booklet, Dept. of Voc. Ed., Omaha Public Schools, Omaha, NE D. Occupational Outlook Handbook, as cited	

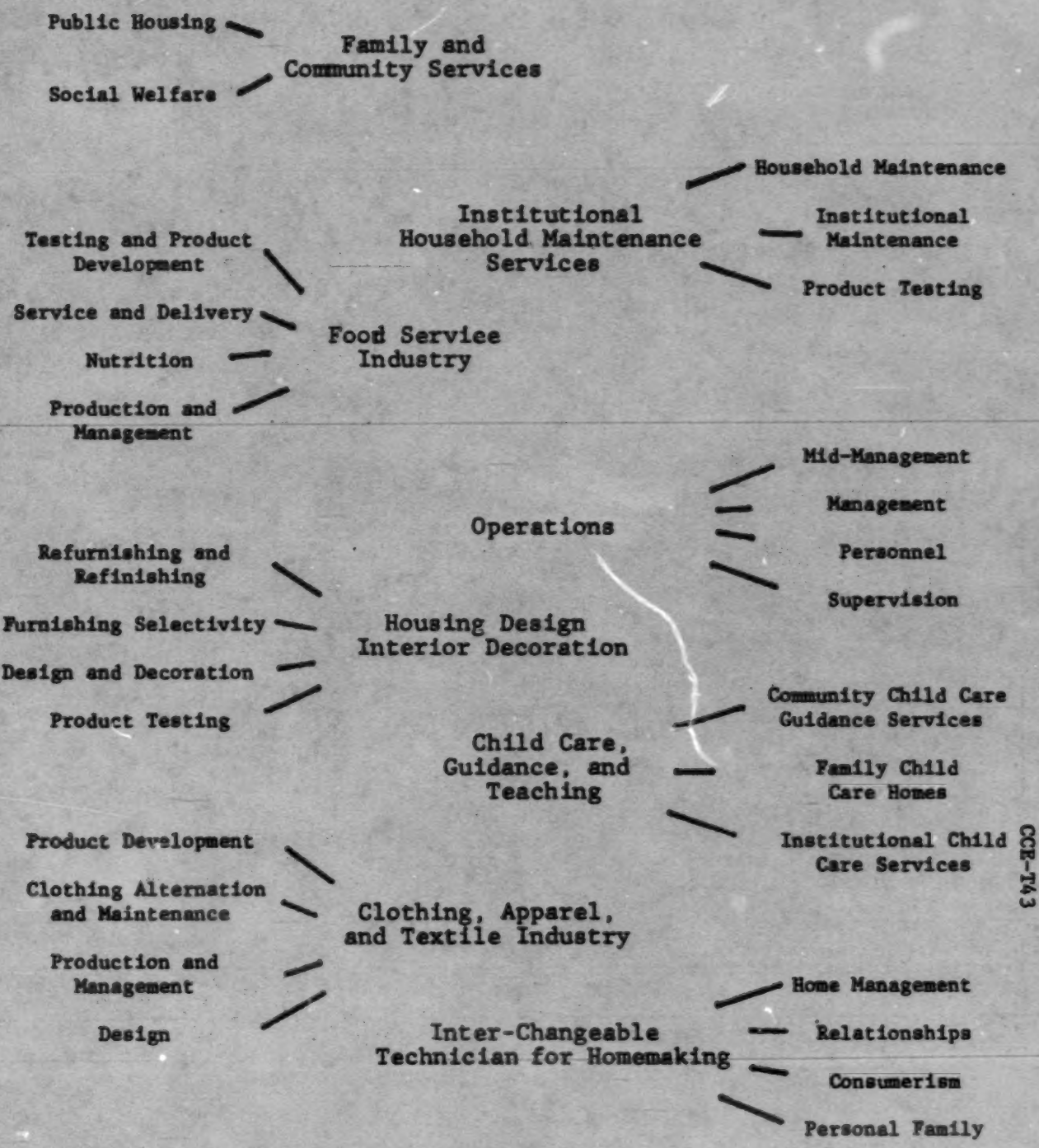
GOAL The student will be aware of the employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	*examine Consumer and Homemaking Areas form CCE-S15, place areas on blackboard, then allow students to fill in occupations *discuss the desiability and availability of various jobs *discuss skills needed, pay scales and outlooks for various jobs		

Consumer and Homemaking

Consumer and Homemaking



CCE-T43

GOAL The student will be aware of the employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	2. The Great Spring Clean *collect various items in need of cleaning and some in need of minor repair *have students begin filling out Job Requisition Form CCE-S16 *obtain materials, equipment, and tools need for various cleaning and repair tasks (talk to a custodian and/or an industrial education teacher) *have students clean and repair items *have students clean the classroom using various materials (furniture polish, floor wax, window cleaners, etc.) and equipment (brooms, dusters electric buffers, carpet shampoo machines, etc.)	2. Forms: A. Job Requisition Form CCE-S16 B. Exploration Form CCE-S17 2. Materials: A. Soap, tape, polish, glue nails, wax, screws, washers, rags, lemon juice, tasks, etc. B. Mops, buckets, brooms, electric buffers, carpet shampoo machines, brushes, trash bins, etc C. Hammers, screwdrivers, saws, soldering irons, drills, plains, pliers, wire cutters, etc.	

GOAL The student will be aware of the employment possibilities.		UNIT Exploring Career Clusters	
Objectives	**Activity**	**Resources/Materials**	**Work Space**
	*students should complete Job Requisition form CCE- *have students complete Exploration form CCE-S17 *discuss and compare completed forms CCE-S16 and CCE-S17	2. Resources: A. Good Housekeeping Guide to Fixing Things Around the House, book, Good Housekeeping Books, New York B. Household Mechanics, book, The Haddon Craftsmen, Inc. Laurel Publishers, Scanton, Pennsylvania C. Newspapers D. Telephone Directories	

THE GREAT SPRING CLEAN

CCE-S16

Job Requisition Form

Job To Be Completed: _____
(What will you be doing?)

_____

Materials Needed: _____ _____ _____ _____
(Examples: soap, tape, polish, glue, nails, wax, screws, washers, rags, etc.)
_____ _____ _____ _____
_____ _____ _____ _____

Equipment Needed: _____ _____ _____ _____
(Examples: mops, brushes, brooms, electric buffers, buckets, etc.)
_____ _____ _____ _____
_____ _____ _____ _____

Tools Needed: _____ _____ _____ _____
(Examples: hammers, screwdrivers, saws, drills, plains, etc.)
_____ _____ _____ _____
_____ _____ _____ _____

Estimated Time to Complete Job _____ (hour)

Actual Time Used to Complete Job _____ (hours)

Estimated Pay Scale For Completed Job _____

THE GREAT SPRING CLEAN

CCE-S17

Exploration Form

□ Make a list of businesses in your area that provide services like those you have just completed. Use your local telephone directory and newspaper(s) to find these businesses.

□ Call the people you have listed and find out what they charge for their services. Also find out what future job opportunities there are in these services.

GOAL The student will be aware of the employment possibilities.

UNIT Exploring Career Clusters

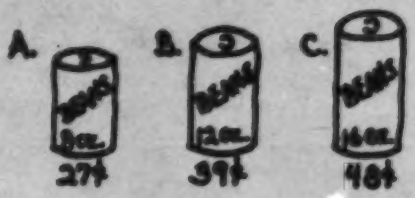
Objectives	Activity	Resources/Materials	Work Space
	3. The Consumer Advocate *have class examine newspaper ads, sale papers, and circulars for comparative pricing of various items *discuss the desirability of well-known name brand items verses lesser-known items *discuss pricing by quantity, volume, and weight *have students complete and discuss Consumer Advocate form CCE-S18 *collect various inexpensive food items (cans of beans, bags of potatoes, chips, cookies, popcorn, colas) and do price analysis	3. Form: The Consumer Advocate form CCE-S18 3. Materials: A. various inexpensive food items (at least 2 of each) B. Blind fold or cardboard box 3. Resources: A. Newspaper ads, sale papers and circulars B. Consumer Choice, Multi-Media Kit, The Procter & Gamble Co., Educational Services, Cincinnati, OH 45201 C. Consumer Mathematics, book, Harsourt Brace Jovanorich, Inc., NY, NY	

GOAL The student will be aware of the employment possibilities.		UNIT Exploring Career Clusters	
Objectives	Activity	Resources/Materials	Work Space
	*perform a blind taste test (by either blind folding the students or covering items) of the various items *poll students for most desirable items according to taste	D. Consumer Related Mathematics, book, Holt, Rinehart, and Winston, Publishers, NY, NY	

THE CONSUMER ADVOCATE

con•sum'er, n. the ultimate user of a commodity.
ad'və-kāt, n. one who pleads or espouses a cause.
from The New American Webster Handy College Dictionary.

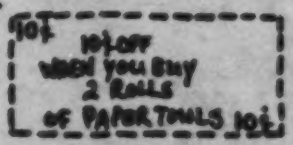
Which is the best buy? _____



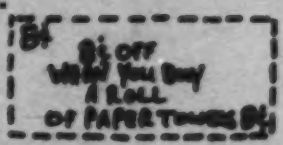
A clothing store has a 20% off sale. What would you then pay for a pair of jeans that regularly sell for $23.00? _____

When buying a roll of paper towels priced at 89¢ a roll, which is the better coupon to use? _____

A.



B.



If a $29.95 coffee pot has a $5.00 rebate, what are you actually paying for that item? _____

An item priced at $3.00 purchased in an area that has a 5% sales tax will cost you a total of _____

CCE-S18

THE CONSUMER ADVOCATE CONTINUED...

Complete the cost of this auto repair bill.

Valve cover gasket	$1.50	
Fuel pump	9.15	
Carburetor gasket	.20	
Tax	.22	
Labor	12.50	Total _____

You have a hospital bill of $5,500. You have a major medical insurance policy. After you pay a deductable amount of $500, the insurance company pays 80% of the remaining balance up to $30,000 and you pay 20%.

The insurance company pays _____.

You pay _____.

If you have $1,000, which bank has the better services? _____

A. Combined checking and savings where a balance over $500 receives 6% annual interest and no service charge.

B. Separate checking and savings where checking has a $5.00 monthly service charge and savings receives 7% annual interest.

CCE-S18

GOAL The student will be aware of the employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	4. Field Trip *take class on a field trip	4. Form: See appendix A	
	5. Visit by a Resource Person *invite a resource person to visit	5. Form: See appendix B	

HEALTH

136

74

GOAL The student will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	VI. Health 1. Cluster Introduction, Definitions, and Terminology *use overhead to preview cluster transparency CCE-S19 *define and discuss terminology of the cluster *discuss symbols and characters viewed on transparency *determine if students are familiar with the cluster *survey the students to determine if any have worked or are working on jobs within the cluster or know of someone who is	1. Forms: A. Cluster transparency CCE-S19 B. Cluster job sample form CCE-T51 2. Resources: A. Choosing a Health Career, comic book, U.S Dept. of Health, Education, and Welfare, Public Health Services, Health Resources Admin. B. Dictionary of Occupational Titles, as cited C. Exploring Careers, as cited D. Health Service Careers, HOE Curriculum Guide, State Dept. of Vocational and Technical Education, Stillwater, OK 74074	

GOAL The student will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	*examine job sample form CCE-T51, place areas on blackboard, then allow students to fill in occupations *discuss desirability and availability of various jobs *discuss skills needed, pay scales, and outlooks for various jobs	E. Occupational Outlook Hanbook, as cited	

Health

Health

AREAS	OCCUPATIONS
Administrative Clerical Communications	Medical Secretary/Receptionist, Medical Assistant, Public Relations Officer, Hospital Administrator, Hospital Photographer, Hospital Librarian, Medical Records Technician.
Dentistry	Dental Assistant, Dental Hygienist, Dental Laboratory Technician, Dental Technician.
Optics	Optometrist, Optomologist, Optician.
Medicine	Physician, Chiropractor, Medical Researcher, Physicians Assistant.
Laboratory	Medical Laboratory Technician, Laboratory Assistant.
Housekeeping	Executive Housekeeper, Hospital Engineer.
Pharmacy	Pharmacy Aid, Pharmacist
Dietetic	Nutrition, Dietician, Dietetic Aid, Diet Technician.
Nursing	Surgical Technician, Emergency Medical Technician, Nurse Practician, Nurse Assistant, LPN, RN.
Inhalation Therapy	Inhalation Technician, Inhalation Therapy Assistant.
Therapy Rehabilitation	Psychiatric Aid, Recreational Therapy, Occupational Therapy, Physical Therapy.

GOAL The student will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	2. Health Hound Word Puzzle *provide students with handout of word puzzle CCE-S20 *examine word puzzle and review instructions with students *have students complete word puzzle *review completed word puzzle *have students complete Fill In The Blank form CCE-S21 with words from Word Puzzle CCE-S *discuss and relate discovered words to health careers within the cluster *have students develop and exchange their own word puzzles	2. Forms: A. Word Puzzle CCE-S20 B. Fill In The Blank CCE-S21 2. Resources: A. Exploring Careers, as cited B. Patient Information Library, full-color booklets, Published by Physicians Art Services, Inc., 345-G Serramonte Plaza, Daly City, CA 94015	

HEALTH HOUND WORD PUZZLE

FIND AND CIRCLE THE WORDS THAT ARE LISTED

A B P U L S E C D D I S E A S E E
P O D I A T R I S T L F G H I J K
H L H O S P I T A L M N C A S T O
P E D I E T I T I A N B P Q R S I
C H A T U V S P I N E W L X Y Z L
L J A R E A R S L I D E S O R P L
I Y O R T E M A D S L E D E O E N
N S K R M L A B O R A T O R Y D E
I U A R D A E N U L E A C C C I S
C R R A R E C C K L A B T C D A S
E G F S G H R I I J A K O L M T N
O E P Q E R S L S T U N R V P R W
H O T H E R A P Y T X Y C Z A I T
E N O P T O M E T R I S T E T C R
A V E T E R I N A R I A N J I I X
L A I N T E M P E R A T U R E A R
T S T E T H O S C O P E S E N N A
H T S D E N T I S T A R E F T E Y

Ambulance
Blood
Cast
Clinic
Dentist
Dietitian
Disease
Doctor
Health
Heart
Hospital
Illness
Laboratory
Nurse
Optometrist
Orderly
Patient
Pediatrician
Pharmacist
Pills
Podiatrist
Pulse
Slides
Spine
Stethoscope
Surgeon
Temperature
Therapy
Veterinarian
X-Ray

CCE-S20

Fill In The Blanks

(Use words from Health Hound Word Puzzle)

1. When you measure one's heart beat rate, you take their _____.
2. The _____ is the organ that pumps blood through the body.
3. The person who diagnosis one's condition is a _____.
4. A _____ often assists the doctor.
5. Most long term medical treatment is received at a _____.
6. A doctor that performs operations is a _____.
7. _____ is a vital body fluid.
8. To relearn a function lost to injury, _____ is needed.
9. Tests and evaluations of specimens are done in a _____.
10. _____ are taken to examine internal injuries.
11. A patient's menu is often planned by a _____.
12. An animal doctor is a _____.
13. A thermometer is used to take a patient's _____.
14. A _____ is the person who receives treatment.
15. A pharmacist often dispenses medicine in the form of _____.

CCE-521

16. Good _____ is essential to long life.

17. An _____ that is contageous is a disease.

18. Tuberculosis is an example of a communicable _____.

19. _____ are viewed under a microscope.

20. An _____ is used to transport patients.

21. To hold a broken limb motionless, a _____ is applied.

22. An _____ does various simple tasks, usually at a hospital.

23. Immediate and short term treatment is often received at a_____.

24. An _____ will tell you if you may need glasses.

25. A _____ will fill cavities.

26. Chiropractors treat disorders associated with the _____.

27. A _____ may dispense medicine in the form of pills.

28. Doctors who specialize in the treatment of children are _____.

29. If you have "feet problems", go see a _____.

30. The _____ is an instrument used to listen to the heart and lungs.

CC2-S21

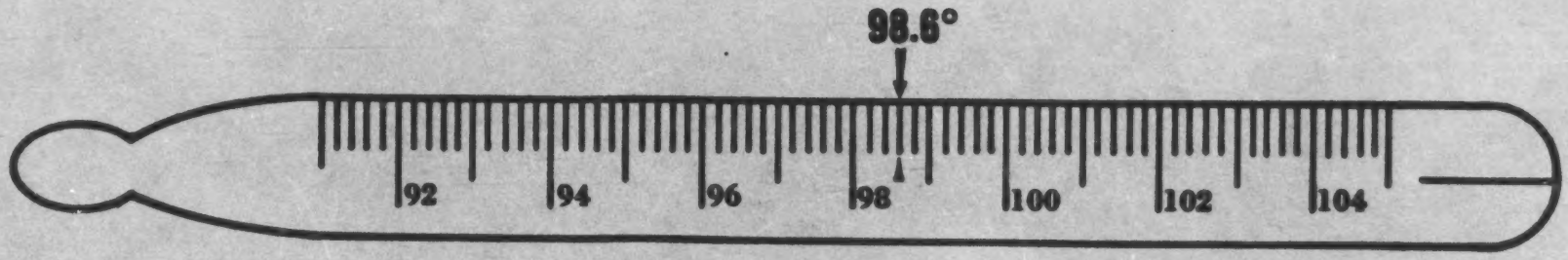
GOAL The student will be aware of emplcyment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	3. How to Read a Thermometer *Present transparency of Standard Fahrenheit Thermometer CCE-S22 *discuss the standard units of the thermometer *discuss the meaning of 98.6° and its relationship to the human body (fever and low temperatures as points above and below 98.6°) *provide students with handouts of Reading A Themometer CCE-S23 *after forms are completed, discuss responses *provide students with actual oral themometers and allow them to take and record each others temperatures	3. Forms: A. Standard Fahrenheit Thermometer CCE-S22 B. Reading A Thermomter CCE-S23 3. Materials: A. oral themometers B. alcohol & cotton balls (sponge off thermometer with alcohol after each use. Rinse with cool water and shake down before next use) 3. Resources: A. Fundamentals of Nursing, book, McGraw-Hill Book Publishing Company, NY B. Fundamentals of Nursing, the Humanities and the Sciences of Nursing, (Con't)	

GOAL The student will be aware of employment possibilities.		UNIT Exploring Career Clusters	
Objectives	Activity	Resources/Materials	Work Space
	*NOTE! Before attempting this, stress the importance of not biting thermometers. If a thermometer is dropped and broken, do not handle the mercury which is poisonous and can be absorbed through the skin	B. Con't. book, J.B. Lippincott Company, Philadelphia, PA C. Health Service Careers, as cited	

STANDARD FAHRENHEIT THERMOMETER



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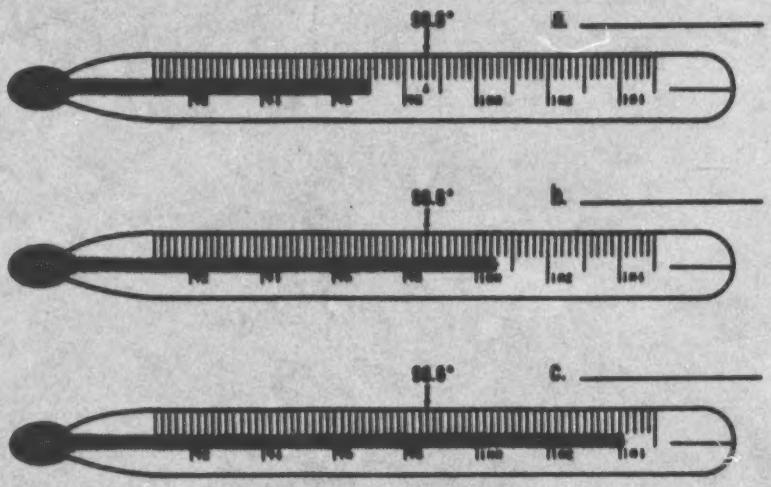
CCE-S23

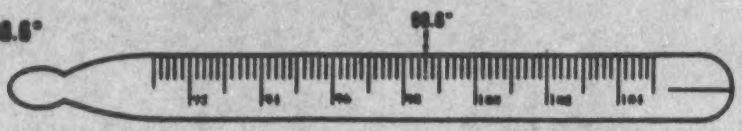
READING A THERMOMETER

1. Write the readings on these thermometers in the blanks to the right.

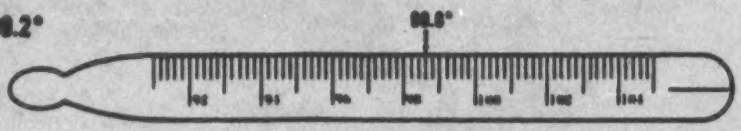


2. Mark the temperature readings on these thermometers.

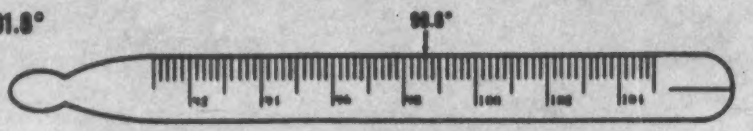
a. 98.6°



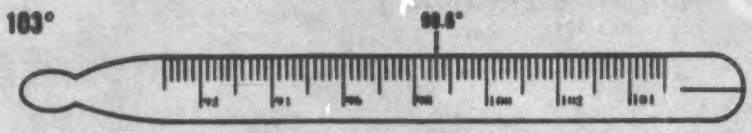
b. 99.2°



c. 101.8°



d. 103°



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GOAL The student will be aware of the employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	4. Field Trip *take class on a field trip 5. Visit by a Resource Person *invite a resource person to visit	4. Form: See appendix A 5. Form: See appendix B	

ENVIRONMENT

GOAL The students will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	VII. Environment 1. Cluster Introduction, Definition, and Terminology *use overhead to preview cluster transparency CCE-S24 *define and discuss terminology of the cluster *discuss symbols and characters viewed on transparency CCE-58 *determine if students are familiar with the cluster *survey the students to determine if any have worked or are working on jobs within the cluster or know someone who is	1. Forms: A. Cluster transparency CCE-S24 B. Cluster Job Sample form CCE-T58 2. Resources: A. Dictionary of Occupational Titles, as cited B. Guide for Occupational Exploration, book, US Dept. of Labor, Superintendent of Documents, US Government Printing Office, Washington, DC 20402 C. L80 Career Library, book set, Vocational Biographies, Box 31, Sank Center, MN 56378 D. Occupational Outlook Handbook, as cited	

GOAL The student will be aware of employment possibilities.		UNIT Exploring Career Clusters	
Objectives	Activity	Resources/Materials	Work Space
	*examine job sample form CCE-T58, place areas on chalk board then allow students to fill in occupations *discuss the desirability and availability of various jobs *discuss skills needed, pay scales, and outlooks for various jobs	E. World Directory of Enviornmental Research Centers, book R. R. Bowker Company, 1180 Avenue of Americas, New York, NY 10036	

Environment

CCE-T58

Job Sample Form

Cluster	Areas	Occupations
ENVIRONMENT	Environmental Chemistry	LAB ASSISTANT
	Environmental Engineering	DAM CONSTRUCTION WORKER
	Environmental Health	INDUSTRIAL SAFETY INSPECTOR
	Environmental Impact	URBAN DEVELOPER
	Environmental Law	CONSERVATION LAWYER
	Environmental Monitoring	METEOROLOGIST
	Environmental Policy	CITIZENS' GROUP COORDINATOR
	Environmental Protection	WILDLIFE PRESERVER/RANGER
	Environmental Psychology	PUBLIC HEALTH WORKER
	Environmental Testing	WATER SAMPLE COLLECTOR

GOAL The students will be aware of employment possibilities.		UNIT Exploring Career Clusters	
Objectives	**Activity**	**Resources/Materials**	**Work Space**
	2. Environmental Clean Up *Select an area in your community in need of cleaning up and contact the proper parties to do this. *make arrangements to have trash taken to an authorized dumping area *students are to clean up the area keeping safety on mind at all times. Gloves and the protective clothing should be worn *explain to students which items are biodegradable (paper and wood products, plants, etc.) and which are not (plastics, styrofoam, galvanized metals, etc.)	2. Materials: A. gloves and other protective clothing B. Garbage bags, boxes and other materials to contain trash and recyclable items C. materials to construct tools such as broomsticks, nails, old fireplace, tools, baskets, and others 2. Resource: For more information write to: A. National Environmental Health Association, 1600 Pennsylvania, Denver, CO 80203	

GOAL The students will be aware of employment possibilities.		UNIT Exploring Career Clusters	
Objectives	**Activity**	**Resources/Materials**	**Work Space**
	*collect recyclable items such as aluminum cans, newpapers, returnable beverage bottles, magazines, and others. Turn these items in to redemption center for money that can be utilized in the CCE budget *work with visually impaired students to help them compare the different textures of aluminum cans compared to other metals, woods compared to plastics cardboard compared to styrofoams, and others *develop tools and other aids to be used in picking up, transporting, and storing trash, Some examples are: sticks with sharp ends for spearing paper; scissor-like grasping tools for students with single upper limb function	B. United States Environmental Protection, Agency, 401 M Street, SW, Washington, DC 20460	

GOAL The students will be aware of employment possibilities.		UNIT Exploring Career Clusters	
Objectives	**Activity**	**Resources/Materials**	**Work Space**
	*check the possibilities of landscaping the cleaned area *collect items that may be utilized in other activities in this guide Examples: collect 2 liter plastic beverage bottles to be used in Let's Make A Terrarium activity, Agri-business and Natural Resources cluster.		

GOAL The students will be aware of employment possibilities.		UNIT Exploring Career Clusters	
Objectives	**Activity**	**Resources/Materials**	**Work Space**
	3. Enviromental Monitoring Station *set up a thermometer, rain gauge and, if possible, a barometer out doors in an open area *build a wind direction instrument (see CCE-S26) and set up with other instruments *have students keep a record of daily conditions CCE-S25 You may wish to have students: *devise a method of measuring air pollution such as a white card that collects fall out, and other condition measuring devises *explore folk-lore's relationship to weather and weather forecasting	3. Forms: A. Daily Enviromental Conditions CCE-S25 B. Instruments and Symbols CCE-S26 3. Materials: A. thermometer, rain gauge, barometer and possible other instruments B. poles/posts to mount instruments on, at least four (4) feet above the ground C. 2¼" x 1½" x 3' boards, thin, light metal such as tin or aluminum, 3 small bolts with nuts and 1 long threaded bolt with 2 nuts and washers for wind direction instrument	

GOAL The students will be aware of employment possibilities.		UNIT Exploring Career Clusters	
Objectives	**Activity**	**Resources/Materials**	**Work Space**
		D. bulletin board materials 3. Resources: A. Climate and the Environment, book, Westview Press, 5500 Central Ave., Boulder, CO 80301 B. A Handbook of Weather Folk-Lore, book, Gale Research Company, Book Tower, Detroit, MI C. Weather, book, Prentice-Hall, Inc., Englewood Cliffs, New Jersey	

CCE-S25

Daily Environmental Conditions Records

Time of Current Reading ____ : ____ □ am □ pm ____, ___/___/___
(time) (day) (date)

Time of Last Reading ____ : ____ □ am □ pm ____, ___/___/___
(time) (day) (date)

Temperature: _____ Fahrenheit

_____ Celsius

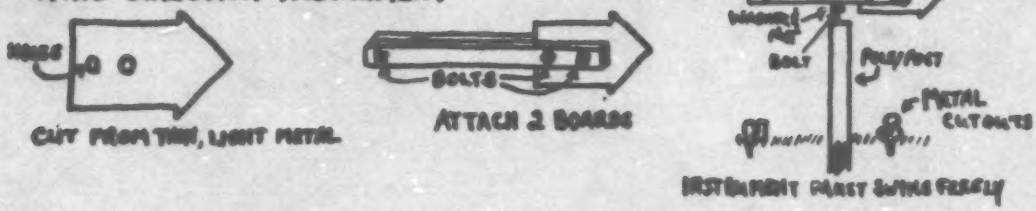
Wind: □ light out of the □ north □ northwest
□ heavy □ south □ northeast
□ constant □ east □ southwest
□ gusty □ west □ southeast
□ variable

Precipitation: amount _____ Form: □ rain
□ snow
□ other: _____

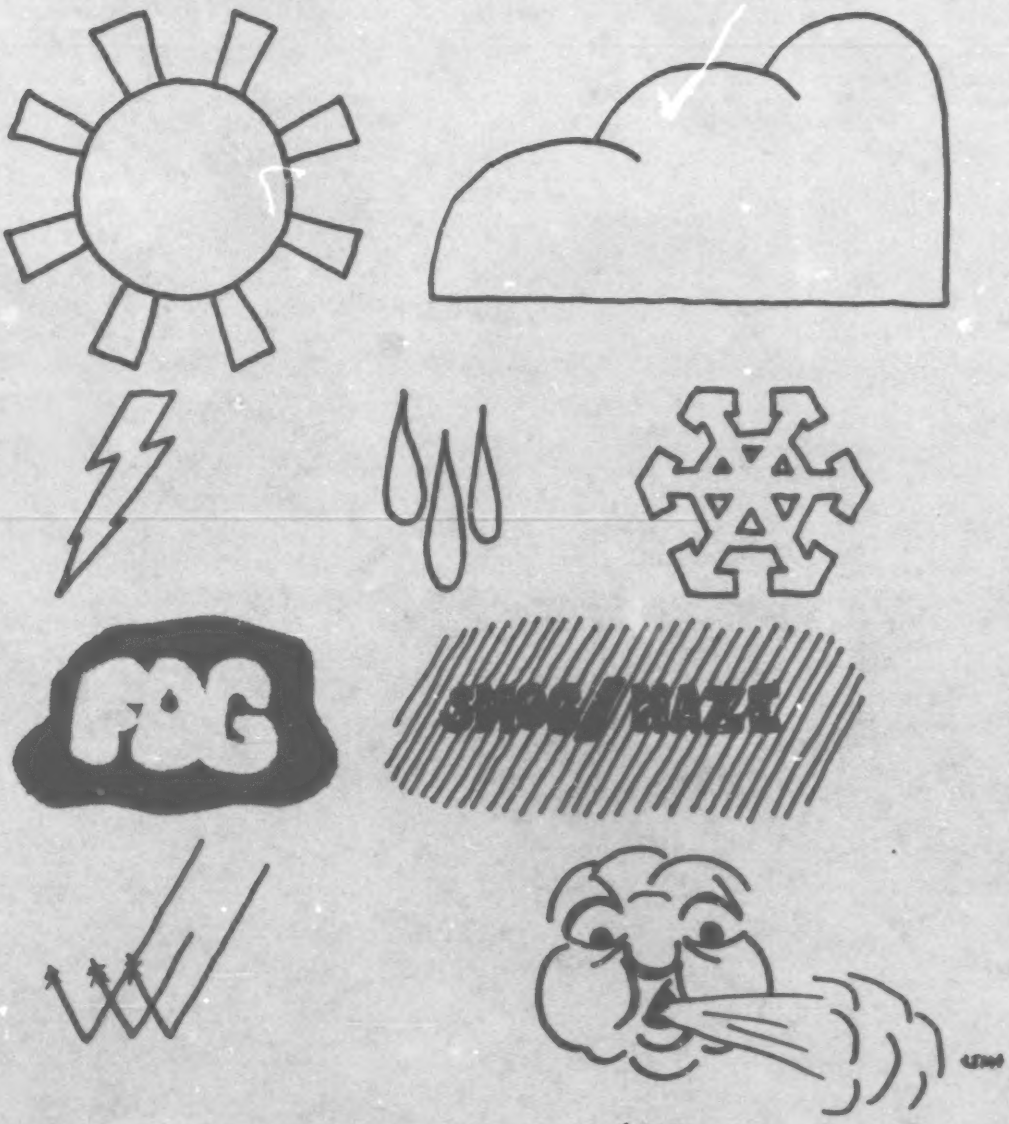
Conditions: □ clear □ rain □ fog
□ cloudy □ snow □ smog/haze
□ mostly sunny □ freezing rain □ thunder
□ mostly cloudy □ sleet □ lightning
□ hail □ thunderstorms

Weather watches / warnings: _____

WIND DIRECTION INSTRUMENT



BULLETIN BOARD SYMBOLS



GOAL The students will be aware of employment possibilities.		UNIT Exploring Career Clusters	
Objectives	**Activity**	**Resources/Materials**	**Work Space**
	4. Field Trip *take class on a field trip 5. Visit by a Resource Person *invite a Resource Person to visit	4. Form: See appendix A 5. Form: See appendix B	

FINE ARTS & HUMANITIES

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GOAL The students will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	VIII. Fine Arts & Humanities 1. Cluster Introduction, Definition, and Terminology *use overhead to preview cluster transparency CCE-S27 *define and discuss terminology of the cluster *discuss symbols and characters viewed on transparency *determine if students are familiar with the cluster *survey the students to determine if any have worked or are working on jobs within the cluster or know someone who is	1. Forms: A. Cluster transparency CCE-S27 B. Cluster Job Sample Form CCE-T69 1. Resources: A. Careers for a Changing World: The Arts, booklet, New York Life Insurance Co., 51 Madison Ave., NY, NY B. Careers, Inc., kits and files, P.O. Box 135, 1211 10th Street, SW, Largo, FL 33540 C. Dictionary of Occupational Titles, as cited D. Occupational Clusters, booklet, Omaha Public Schools, Omaha, NE	

GOAL The student will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	*examine Job Sample Form CCE-T69, place the major categories on blackboard, allow students to fill in occupations *discuss the desirability and availability of various jobs *discuss skills needed, pay scales, and outlooks for various jobs	E. Occupational Outlook Handbook, as cited	

Fine Arts and Humanities

Cluster Job Form

Fine Arts and Humanities

Category	Occupation Areas
Performing Arts	Dance, Music, Drama, Comedy, Film, Radio, Television, puppetry, Magic/Illusions. Other areas and/or specifics: _____
Creative Arts	Writing, Painting, Photography, Printmaking, Sculpture, Choreography, Design, Crafts. Other areas and/or specifics: _____
Humanities	Languages, History/Heritage, Sociology, Anthropology, Politics. Other areas and/or specifics: _____

GOAL The students will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	2. It's Show Time! *this activity is a combination talent show, crafts exhibition, and show and tell by your students *encourage students to develope various acts and/or exhibitions to be presented *talk to a speech/drama instructor and art instructor about guidance and suggestions *acts and exhibitions are initially to be presented before the class. Afterwards, if desired, a presentation to the entire student body may be made, or student organization convention	2. Materials: You must be flexable here and also allow plenty of time to obtain items such as tables, display stands stools, extension cords, and others. 2. Resources: A. Crafts for the Very Disabled and Handicapped book, Charles C. Thomas Publisher, Bannerstone House, 301-327 East Lawrense Ave., Springfield, IL B. Creative Crafts, book, The Londewan Corporation, Grand Rapids, MI 49506 C. Ring Up The Curtain, book, Books for Libraries Press, Fruport, NY	

GOAL The students will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	*when exhibiting crafts, students should give a demonstration, history, and significance of the craft *relate each act and exhibition to an occupation *this activity can be as simple or as extravagant as you wish	D. Speak Up! as cited	

GOAL The students will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	3. Creativity Activity *cut out pieces of wood, styrofoam, cardboard, or other workable materials using Tangram Diagram CCE-S28 as a guide *have students arrange pieces to make crative shapes. Some shapes that can be made are birds, a shark, a sailboat, a candle, and others *when desired design is obtained, glue pieces together and/or *have students do a paraffin carving using blocks of paraffin (can be purchased at any grocery store) and plastic knives (be imaginative as to what safe carving tools can be used	3. Form: Creativity Activity CCE-S28 3. Materials: A. tangram materials (wood, cardborad, styrofoam, construction paper, etc.) B. white glue C. paraffin D. carving tools (plastic knifes, toothpicks, pencils, and others) E. paints (water colors, acrylic, oil, etc.) F. film G. camera(s) H. mat boards I adhesives	

GOAL The students will be aware of the employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	*experiment with the carvings. See what paints will adhere to the paraffin. See if black printing may be done and/or *allow students to do some creative photography by using their own film and simple cameras or school supplied materials and equipment *students may work individually or in groups *experiment with creative matting and framing then *display all items created. If possible have a crafts show and sale *discuss career possibilities of creative arts	3. Resources: A. Crafts and Hobbies, book, The Readers Digest Asso., Inc., Pleasentville, NY B. Creative Crafts, book, Division of The Progressive Farmer Co., P.O. Box 2463, Birmingham, AL 35202 C. How to Explore the Fasinating World of Photographers, filmstrip, National Career Consultants, Inc., 1300 East Arapaho Road, Richardson, TX 75081 D. The Photgraphers Handbook, book, Alfred A. Knopf, Inc., NY	

GOAL The students will be aware of employment possibilities.

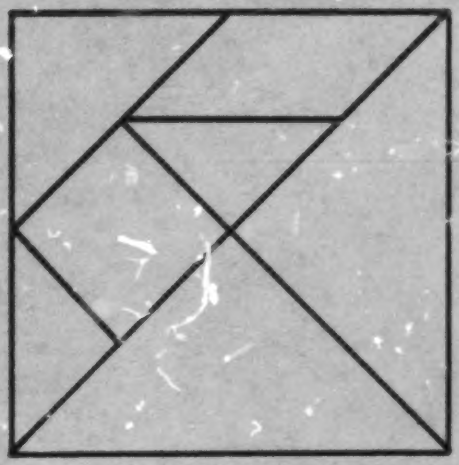
UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
		E. Teaching Tips from Kodak, booklet, Eastman Kodak Company, 343 State Street, Rochester, New York 14650 F. Techniques for Producting Visual Instructional Media, book, McGraw-Hill Book Company, New York, NY	

CREATIVITY ACTIVITY

CCE-S28

* TANGRAM DIAGRAM



TANGRAM: 5 TRIANGLES
1 SQUARE
1 PARALLELOGRAM

AN ANCIENT CHINESE PUZZLE

TANGRAM EXAMPLE

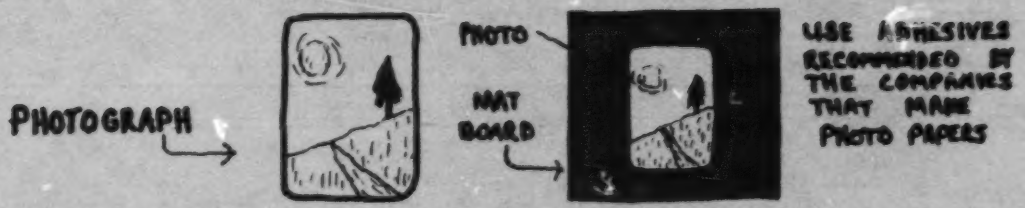
* PARIFFIN SCULPTURE

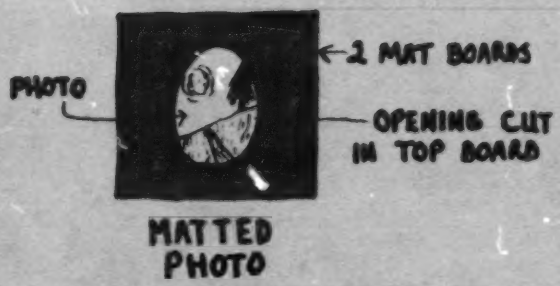
PARIFFIN

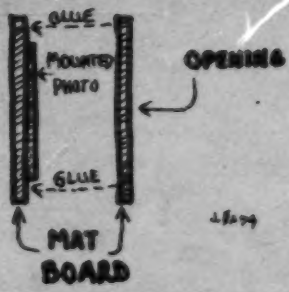
CARVING TOOL

SCULPTURE

* PHOTO MOUNTING & MATTING







GOAL The students will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	4. Local Historical Research *have students research the history of your city, community, or neighborhood *talk to a history/social studies instructor about suggestions *provide student with Historical Research Guidelines CCE-S29 *small groups of students may research various historical aspects *have students examine old newspapers, photographs, paintings, records, books, etc., to aid their historical research *students may interview (and make audio recordings) of family, friends, or others that may provide historical information	4. Form: Historical Research Guidelines CCE-S29 4. Materials/Equipment (optional): A. various art supplies B. simple camera(s) with film C. audio and/or video recording equipment D. others 4. Resources: A. Aids to Historical Research, book, Books for Libraries Press, Freeport, New York B. Oral History Program Manual, book, Prayer Publishers, New York	

GOAL The student will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	*findings are to be presented orally and can be enhanced various media (photos, original drawing, interview recordings, graphs, models, etc.) *certain aspects of local history may be demostrated or acted out (examples: a demonstration of how clothing was made; a skit of an event)	C. Researching, Writing and Publishing Local History, book, American Asso. for State and Local History, 1400 Eighth Ave. South, Nashville, TN 37203 D. Visual Anthrpology: Photography as a Research Method, book, Holt, Rinehart, and Winston, New York, NY	

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LEVEL I SECTION III

Historical Research Guidelines

- When was the beginning of your local history?
  (Dates)
- Give the reasons for the development of your area?
  (Circumstances)
- Who were some of the most important people involved in this development?
- How have people in your area changed over the years?
- How has the appearance of the area changed?
- What effects, if any, have major events (wars, depressions, floods, fires, and others) had on the area?
- In what ways is life better now in your area - - and how could this change?
- In what ways is life worse now in your area - - and how could this change?

GOAL The students will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	5. Field Trip *take class on a field trip	5. Form: See appendix A	
	6. Visit by a Resource Person *invite a resource person to visit	6. Form: See appendix B	

HOSPITALITY & RECREATION

GOAL The students will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	IX. Hospitality and Recreation 1. Cluster Introduction, Definition, and Terminology *use overhead to preview cluster transparency CCE-S29 *define and discuss terminology of the cluster *discuss symbols and characters viewed on transparency *determine if students are familiar with the cluster *survey the students to determine if any students are working or have worked on jobs within the cluster or know of someone who is	1. Forms: A. Cluster transparency CCE-S29 B. Cluster job sample form CCE-T79 Resources: A. Career Opportunities in Physical Fitness and Leisure Related Fields, 3/4" video cassette, National Association of Sport and Physical Education, c/o Educators Progress Service, Inc., Randolph, WI 53956 B. Dictionary of Occupational Titles, as cited C. Exploring Careers in Hospitality and Food Service, book, Home Economics Dept., 230 East 9th Street, Cincinnati, OH 45202	

GOAL The students will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	*examine job sample form CCE-T79, place areas on chalk board then allow students to fill in occupations *discuss desirability and availability of various jobs *discuss skills needed, pay scales, and outlook for various jobs	D. Occupations Outlook Handbook, as cited	

Hospitality and Recreation

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Hospitality and Recreation

Restaurants and Food Service	Recreation	Inns, Resorts, and Vacations
• Management	• Athletics/Fitness	• Management
• Reception/Bookings	• Entertainment/Movies/Shows	• Reception/Bookings
• Food Preparation	• Inns, Resorts, and Vacations	• Travel Planning
• Kitchen Maintanence	• Hobbies and Crafts Activities	• Restaurants and Food Services
• Table Service	• Recreational Therapy	• Tour Guidance/Transportation
• Vending Delivery/Catering	• Products Marketing	• Activities
Others: _____	Others: _____	• Unit Maintanence/Serve
_____	_____	• Sales
_____	_____	Others: _____
_____	_____	_____
_____	_____	_____
_____	_____	_____

GOAL The students will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	4. Field Trip *take class on a field trip	4. Form: See appendix A	
	5. Visit by a Resource Person *invite a resource person to visit	5. Form: See appendix B	

LEVEL I SECTION III

GOAL The students will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	2. Shall We Dine? *have students plan, prepare, and serve a meal *talk to a nutritionist or a home economics teacher about suggestions and guidelines *planning, preparation, serving, and clean up duties should be divided and alternated among the students *plan a menu (review menu suggestions CCE-S30) with students *obtain proper items for preparing, serving, and cleaning up. Some items would be pots, pans, hot plate, ice chest, plates, bowls, glasses, eating and cooking utensils, napkins, place mats, table cloths, etc.	2. Form: Menus and Place Settings CCE-S30 2. Materials: A. pots, pans, hot plate, ice chest, plates, bowls, glasses, eating and cooking utensils, napkins, place mats, table cloths, aprons, pot holders, trivets, and others B. Food Stuff 2. Resources: A. Exploring Professional Cooking, book, Chas. A. Bennett Co., Inc., Peoria, IL 61614 B. Food Service Careers, book, Chas. A. Bennett Co., Inc., Peoria, IL	

GOAL The students will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	*obtain and prepare necessary food items. You may wish to inquire with your school's food service center for suggestions and guidelines here *set table(s) and serve the meal (see place settings CCE-S30) *Clean up *return any borrowed items *relate experiences to various occupations		

MENU SUGGESTIONS

The Continental

NORTH AMERICAN SALAD
(lettuce, carrots, tomatoes, dressing)

INTERNATIONAL FILLET
(grilled hamburger patty containing onion soup mix, served with a slice of bread)

FRENCH GRIN'BIN
(green beans)

IRISH SPUDS
(boiled potatoes)

CONTINENTAL OVAL PRONE CAKES
(cookies)

ORIENTAL FOLLAGE JUICE
(tea)

NECTAR OF THE ALPS
(milk)

The Westerner

OPEN RANGE SALAD
(lettuce, red beans, radishes, cheese, dressing)

THE RANGLER
(grilled hamburger patty on a bun with a slice of cheese)

SURE SHOTS
(green beans)

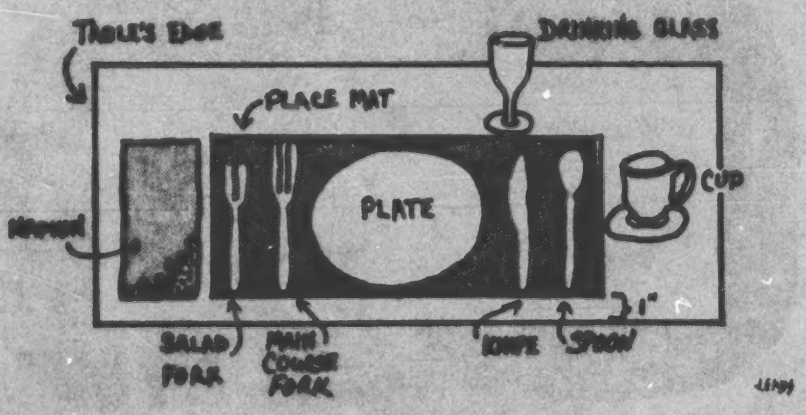
LIL' SIZZLERS
(fried potatoes)

CHUCK WAGON SUGAR PATTIES
(cookies)

LOCO WEED JUICE
(tea)

BOSSY'S BEST
(milk)

PLACE SETTING



REMEMBER ... SERVE LEFT, REMOVE LEFT

GOAL The students will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	3. Play Ball! *students are to organize and play a game of soft ball while you provide guidance and suggestions *develop rules to meet needs and conditions. Some examples are: smaller playing area for group numbering less than 18; batting with crutches or adaptive home made equipment; walking instead of running; rolling the ball instead of throwing; no strike outs, and others *select and obtain permission to use a play area *obtain and maintain needed play equipment	3. Materials: Equipment: soft ball, bases, bats, adaptive homemade equipment, gloves, protective equipment and others 3. Resources: A. Community Adaptive Recreation Program for the Handicapped, 16 mm film, Recreation and Adult Division, Milwaukee Public Schools PO Drawer 10K, Milwaukee WI B. Physical Activites for Individuals with Handicapping Conditions, book, The C.V. Mosly Company, St. Louis, MO C. Play with a Purpose, book, Harper and Row, New York, NY	

GOAL The students will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	*select captains, choose up sides and play ball. You may wish to umpire *relate activity to various occupations	D. Weaving Career Education into Physical Education and Sport, book, American Alliance for Health, Physical Education, Recreation, and Dance, 1900 Association Drive, Reston, VA 22091	

MANUFACTURING

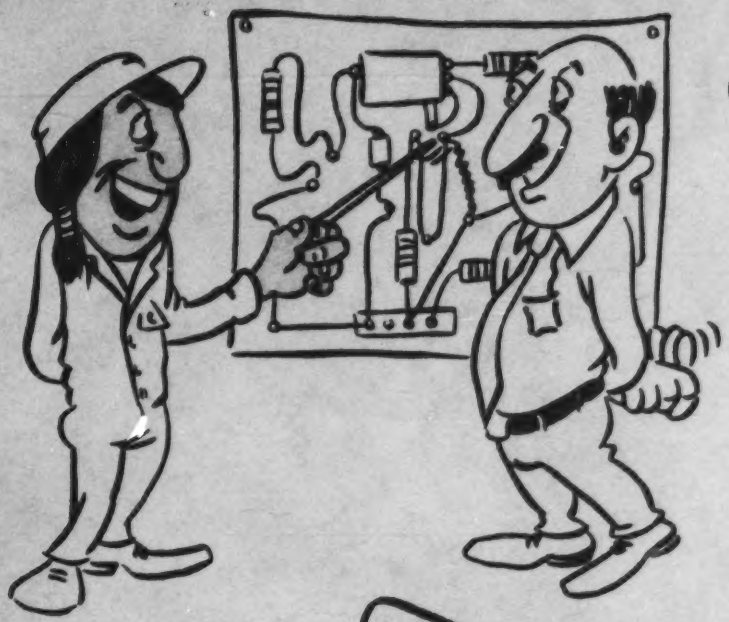
GOAL The student will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	X. Manufacturing 1. Cluster Introduction, Definition, and Terminology *use overhead to preview cluster transparency CCE-S31 *define and discuss terminology of the cluster *discuss symbols and characters viewed on transparency *determine if students are familiar with the cluster *survey the students to determine if any are working or have worked on jobs within the cluster or know of someone who is	1. Forms: A. Cluster transparency CCE-S31 B. Job sample form CCE-T86 1. Resources: A. American Labor Source-book, book, McGraw-Hill, New York B. Careers for a Changing World: Manufacturing, booklet, New York Life Insurance Co., 51 Madison Avenue, New York, NY 10010 C. Dictionary of Occupational Titles, as cited D. Exploring Careers, as cited	

GOAL The student will be aware of employment possibilities.		UNIT Exploring Career Clusters	
Objectives	**Activity**	**Resources/Materials**	**Work Space**
	*examine job sample form CCE-T86, place areas on chalk board then allow students to fill in occupations *discuss desirability and availabiltiy of various jobs *discuss skills needed, pay scales, and outlooks for various jobs	E. Occu-File, Multi-handicapped activities and reference file, Occupational Awareness, P.O. Box 948, Los Alamitos, CA 90720 F. Occupational Outlook Handbook, as cited	

CCE-S31



Manufacturing

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MANUFACTURING

AREAS:

Automotive & Transportation	Industrial Machinery	Petroleum Products
Chemical Products	Leather Goods	Precision Instruments
Electronics & Electrical	Lumber Products	Rubber Products
Foods	Metals	Textiles
Furniture & Fixtures	Paper Products	others areas: _____

Specific Jobs: _____

GOAL The student will be aware of employment possibilities.		UNIT Exploring Career Clusters	
Objectives	**Activity**	**Resources/Materials**	**Work Space**
	2. Poster Assembly Line *students are to assume various assembly line duties to produce a final product in this activity *obtain and cut to size (if needed) poster board *draw stencils on some of the poster board using stencil example CCE-S32 or create your own stencils *cut out stencils, more than one stencil may be needed, they tend to wear quickly *prepare tempra paints *line up stencil on poster board *apply paint using either a brush or a sponge *remove stencil	2. Form: Stencil example CCE-S32 2. Materials: A. Poster board or comparable materials B. Tempra paints C. brushes and sponges D. cutting tools 2. Resources: A. The Assembly Line, slide-tape, Media Implementation Center, 7701 ½ Scott Hamilton Drive, Little Rock, AR 72209 B. Careers on the Manufacturing Engineering Team, pamplet, Society of Manufacturing Engineers, One S.M.E. Drive, Dearborn, MI 48128	

CCE-S32

COORDINATED CAREER EDUCATION WORKS

AT

Place the name of your school here

GOAL The student will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	*inspect for and discard or recycle inferior products *place posters for drying *bundle posters for distribution *distribute posters throughout your school and community You May Wish To Also: *experiment with different colors and paints *produce and sell greeting cards as a CCE money making project *experiment with silk screening *develop your own assembly line products	C. Jobs in the City - Manufacturing, 16 mm film, The Real World Series, Centron Educational Films D. Posters, 16 mm film, ACI, Productions, New York E. Silk Screen Techniques, book, Dever Publications Inc., New York NY	

GOAL The student will be aware of employment possibilities		UNIT Exploring Career Clusters	
Objectives	**Activity**	**Resources/Materials**	**Work Space**
	3. Production Workers World Scramble *provide students with handout of CCE-S33 *instruct students to unscramble the letters to find the names of the production workers after reading each time with the students *review responses with students (see answers CCE-T90 *discuss desirability and availability of each job *discuss skills needed, pay scales, and outlooks for each job *develop more work scrambles	3. Forms: A. Word Scramble handout CCE-S33 B. Answers CCE-T90 3. Resources: A. Exploring Careers, as cited B. Dictionary of Occupational titles, as cited C. Occupational Outlooks Hnadbooks, as cited	

Production Work Word Scramble*

1. GIEWSN NAEMCIH TOAPRORE. I use a sewing machine to join, gather, hem, reinforce, or decorate such articles as carpets, gloves, hats, bags, and uphostery.

2. YAPSR NEITRAP. I use a spray gun to spray the surfaces of machines, manufactured products, or working areas with paint, enamel, glaze, gelcoat, or lacquer. Before painting something, I often clean grease and dirt from it; sometimes I fill cavities and dents with putty.

3. HAMNICE TURTEC. I cut fabric into parts for such articles as canvas goods, house furnishings, garments, hats, stuffed toys, and uphostered furniture, using a portable electric cutter. I generally cut many layers of fabric at a time.

4. CITAAMOUT NIRTP EPELOVERD. I tend several machines that automatically develop, fix, wash, and dry photographic prints.

5. CIAMNEH GAPARECK. I tend machines that perform packaging functions, such as filling, marking, labelling, tying, packing, or wrapping containers.

6. NARY DWENRI. I tend machines that wind strands of yarn into packages for further processing, shipment, and storage.

7. PLUMHOW RELFLI. I tend a machine that fills small glass containers known as ampoules with measured doses of liquid drug products.

8. ENARCYN KEWROR. I put fruits, vegetables, meat, cheese, and other food products into processing equipment-washing, peeling, refrigerating, coring, pitting, trimming, grinding, dicing, cooking, or slicing machines. The work I do is used in canning, freexing, preserving, or packaging food products.

9. GTNTKINI HICANEM TROPAEOR. I tend several machines that knit fabrics, garment parts, or articles from yarn.

*from Exploring Careers, Bulletin 2001.

Production Workers Word Scramble Answers

1. Sewing Machine Operator
2. Spray Painter
3. Machine Cutter
4. Automatic Print Developer
5. Machine Packager
6. Yarn Winder
7. Ampoule Filler
8. Cannery Worker
9. Knitting Machine Operator

GOAL The student will be aware of employment possibilities		UNIT Exploring Career Clusters	
Objectives	**Activity**	**Resources/Materials**	**Work Space**
	4. Field Trip *take class on a field trip 5. Visit by a Resource Person *invite a resource person to visit	4. Form: See appendix A 5. Form: See appendix B	

MARINE SCIENCE

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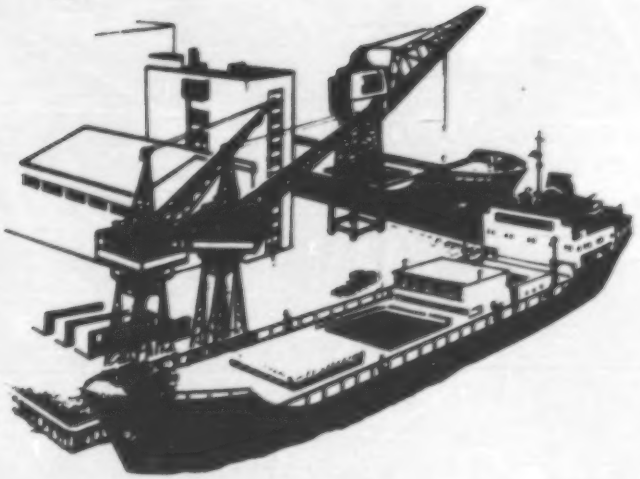
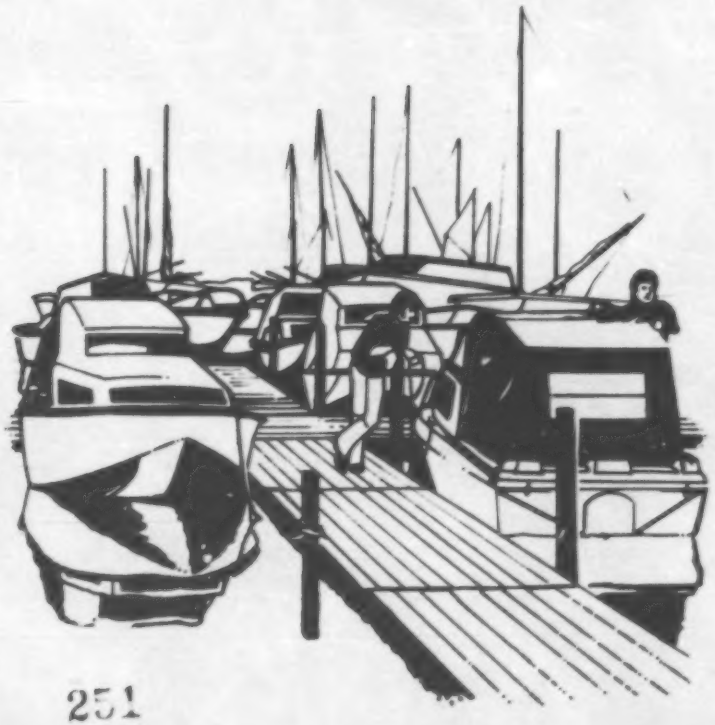
GOAL The student will be aware of employment possibilities.		UNIT Exploring Career Clusters	
Objectives	**Activity**	**Resources/Materials**	**Work Space**
	XI. Marine Science 1. Cluster Introduction, Definitions, and Terminology *use overhead to preview cluster transparency CCE-S34 *define and discuss terminology of the cluster *discuss symbols and characters viewed on transparency *determine if students are familiar with the cluster *survey the students to determine if any are working or have worked on jobs within the cluster or know of someone who is	1. Forms: A. Cluster transparency CCE-S34 B. Marine Science Areas CCE-T94 1. Resources: A. Dictionary of Occupational Titles, as cited B. Fish Farming Handbook, book, AVI Publishing Co., Inc., Westport, CT C. The Great Ocean Business, book, Coward, McCann & Geoghegon, Inc. 200 Madison Ave., NY, NY 10001	

GOAL The student will be aware of employment possibilities.		UNIT Exploring Career Clusters	
Objectives	**Activity**	**Resources/Materials**	**Work Space**
	*examine Marine Science Areas CCE-T94 and share information with students *devise a list of specific jobs with the students *descuss the desirability and availability of various jobs	D. Management of Lakes and Ponds, book, Van Nostrand Reinhold Co., 450 West 33rd Street, New York, NY 1001 E. Occupational Outlook Handbook, as cited F. Oceans, journal, Oceanic Society, PO Box 10167, Des Moines, IA 50340	

Marine Science





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Marine Science Areas* continued

OFF-SHORE AND INLET DRILLING

Occupations in this area include exploring, surveying, and drilling for petroleum and natural gas in open and inlet waters.

Specific jobs: _____

(Examples: Oil platform, roustabouts and roughnecks, welders, technical personnel, etc.)

RESEARCH

Personnel in this area are highly trained and may work on shore, underwater, or on the surface.

Specific jobs: _____

(Examples: Computer programmers and operators, laboratory technitions, etc.)

SURFACE AND ON-SHORE SUPPORT

This area includes wide range of support personnel who process, market, and distribute marine products; operate, maintain, and repair vessels of all kinds; and work in research centers.

Specific jobs: _____

(Examples: Marine vessel mechanics, fish market personnel, etc.)

*Adapted from Marine Science: Suggested Hands On Activities in Vocational Career Orientation, Pulaski County Special School District in cooperation with Arkansas Department of Education Division of Vocational, Technical, and Adult Education, Little Rock, AR 72201.

Marine Science Areas*

Consult D.O.T. and fill in specific jobs according to your student's interest, geographical location and economic structure.

AQUACULTURE

These occupations cultivate marine life in a controlled environment. Personnel in this area may be employed in privately owned finfish or shellfish farms or work in government operated fish hatcheries.

Specific jobs: _____

(Examples: fish farms, feeders, aquarium keepers, hatchery personnel, etc.)

FISHING

Personnel locate and harvest fish and other marine products. Occupations vary from unskilled labor to technical skills.

Specific jobs: _____

(Examples: Shrimp trawlers, tuna fishing, kelp harvesters, salmon fishing, etc.)

MARINE TECHNOLOGY AND ENGINEERING

This area includes the design, construction, and monitoring of equipment, vessels, and instruments used for marine exploration and resource utilization.

Specific jobs: _____

(Examples: Ship & boat construction workers, line workers at a scuba plant, etc.)

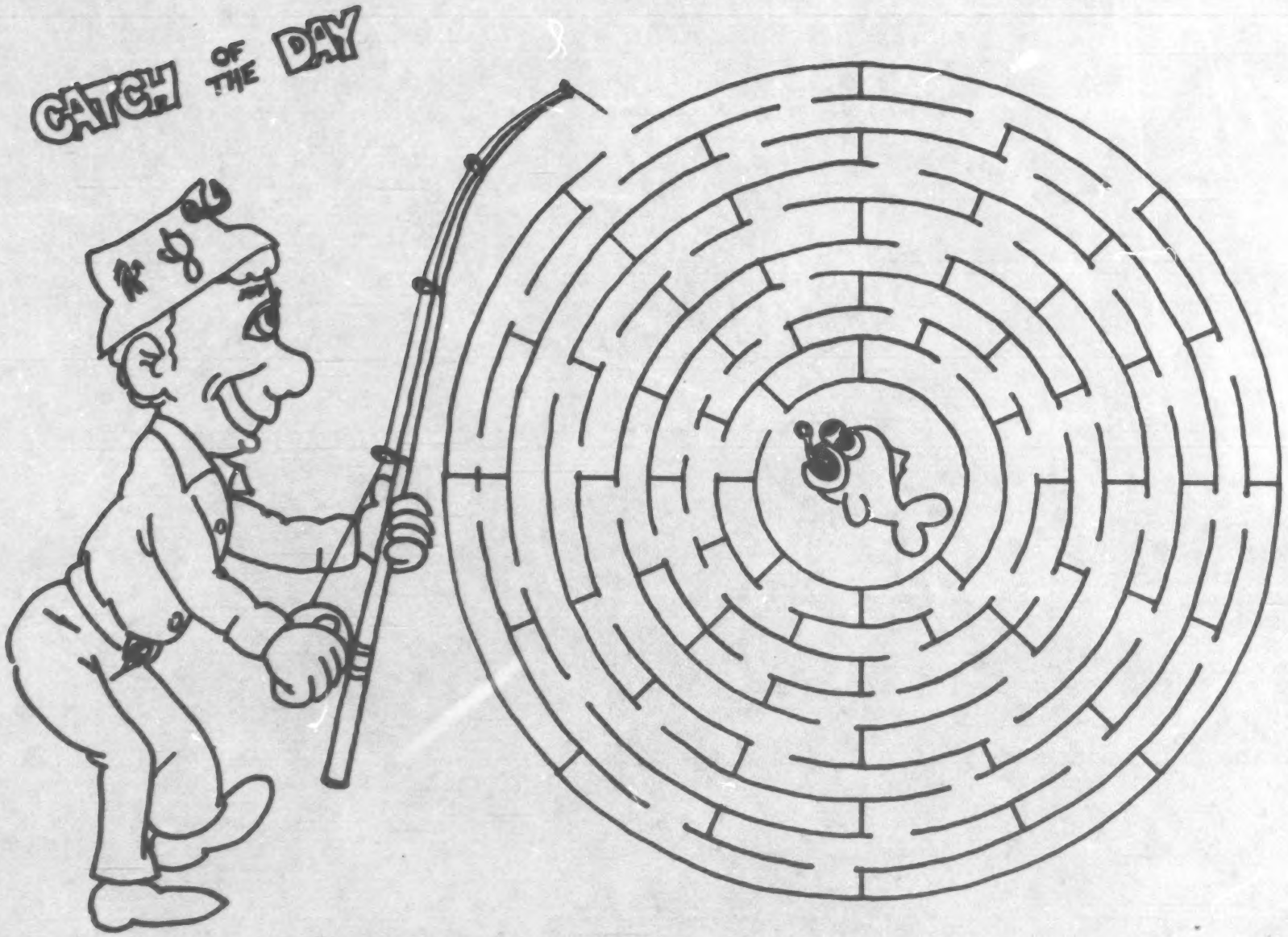
MINERAL AND CHEMICAL EXTRACTION

These occupations explore, analyze, and extract minerals and chemicals from the ocean floor and waters.

Specific jobs: _____

(Examples: Mineral extraction plant workers, pollution analysis, etc.)

GOAL The student will be aware of employment possibilities.		UNIT Exploring Career Clusters	
Objectives	**Activity**	**Resources/Materials**	**Work Space**
	2. Catch of the Day Maze *provide students with handouts of Catch of the Day Maze CCE-S35 *instruct student to draw a line to connect the fishing pole to the hook in fish's mouth following the proper course through the maze *upon completion of the maze, have each student tell the class of an unique fishing experience they have or would like to have *encourage honesty, but see that tall tales are recognized and viewed as intertaining social interaction	2. Form: Catch of the Day Maze CCE-S35 2. Resource: Speak Up! as cited	


CATCH OF THE DAY

GOAL The student will be aware of employment possibilities.		UNIT Exploring Career Clusters	
Objectives	**Activity**	**Resources/Materials**	**Work Space**
	3. Fishing Trip *plan a fishing trip, have students maintain a record of possible locations, equipment and materials needed, parents and other people to supervise trip, transportation, safty considerations, and others NOTE: this activity is not to take the place of a field trip in this cluster but do refer to appendix A for some suggestions and guidelines *if needed, obtain the proper licenses and permits according to state and area laws *have students develop their own fishing devices (poles, traps, lures, stringers, floats, etc.)	3. Form: Activity Log CCE-S36 3. Equipment/Materials: A. Equipment: rods, reels, safety devices, cleaning utensils, tools, etc. B. Materials: poles, line, cord, various hooks, ribbons, feathers, aluminum foil, cork, clips, small chains, etc. 3. Resources: A. Specific recreational (hobby) and commercial publications, books, magazines, pamphlets,etc. B. sport (competition) magazines C. consult your local and/or state Game & Fish Comm.	

ACTIVITY LOG

Date of trip: _____ Location (s): _____

Time Out: _____ _____

Time In: _____ _____

Those in attendance: _____

_____

_____

_____

Equipment/Materials Taken: _____

_____

_____

_____

Equipment/Materials Used: _____

_____

_____

_____

Observed Career Opportunities: _____

_____

Personal Obervations and Comments: _____

_____

GOAL The student will be aware of employment possibilities.		UNIT Exploring Career Clusters	
Objectives	**Activity**	**Resources/Materials**	**Work Space**
	*go on fishing trip keeping safty in mind at all times and an open eye for various marine life, environmental effects, and marine occupations *if possible, prepare and consume the various catches or use them (if any) to start an aquarium in your classroom *follow up the fishing trip by having students complete Activity Log CCE-S36 *compare and discuss various responses *relate various phases of activity to career possibilities		

GOAL The student will be aware of employment possibilities.		UNIT Exploring Career Clusters	
Objectives	**Activity**	**Resources/Materials**	**Work Space**
	4. Field Trip *take class on a field trip 5. Visit by a Resource Person *invite a resource person to visit	4. Form: See appendix A 5. Form: See appendix B	

MARKETING & DISTRIBUTION

GOAL The student will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	XII. Marketing and Distribution 1. Cluster Introduction, Definitions, and Terminology *use overhead to preview cluster transparency CCE-S37 *define and discuss terminology of the cluster *discuss symbols and characters viewed on transparency *determine if students are familiar with the cluster *survey the students to determine if any are working or have worked on within the cluster or know someone who is	1. Forms: A. Cluster transparency CCE-S37 B. Cluster job sample form CCE-T101 2. Resources: A. Careers in Focus, Exploring Market Occupations, book, McGraw-Hill, New York, NY B. Careers in Marketing #4, American Marketing Association, Chicago, IL C. Dictionary of Occupational Titles, as cited D. Exploring Careers, as cited	

GOAL The student will be aware of employment possibilities.		UNIT Exploring Career Clusters	
Objectives	**Activity**	**Resources/Materials**	**Work Space**
	*examine job sample form CCE-T101, place areas on chalk board then allow students fill in occupations *discuss the desirability and availability of various jobs *discuss skills needed, pay scales, and outlooks for various jobs	E. Occupational Outlook Handbook, as cited	

CCE-S37

Marketing and Distribution

MARKETING AND DISTRIBUTION

SALES

Sales Clerk, Route Salesperson, Showroom Salesperson, Direct Seller Manufacture's Sales Representative, Retail Person

DISTRIBUTION

Shipper, Frieght Handler, Trucker, Dispatcher, Storage/Warehouse Workers, Market and Distribution Analyst

BUYING

Purchaser, Vendor, Salvage and Restoration, Wholesale Buyer

PROMOTION

Media Consultant, Display/Design Developer, Community and Customer Relations Officer, Publicity Director, Trade and Industrial Relations Officer, Account Executive

SERVICE

Hardware/Materials/Equipment/Products Service Personnel, Custom Fitting/Application/Installation, Trouble Shooter

ADMINISTRATION

Owner/Operator, Francise Operator, Dealerships, Partnership, Office Supervisor, Office Manager, Fiscal/ Budget Manager

GOAL The student will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	2. The Ole' Country Supermarket *have students collect various product containers (cans, boxes, cartons, jars, etc.) that have been emptied of their products but whose labels remain intact *attempt to obtain as wide a variety of consumer items as possible *obtain a stamper to mark prices on items or use a felt pen to mark directly on the item or make stickers and apply to items *"shelve and face" items (example: all brands of peas shelved together with labels facing outward) and dust often	2. Forms: Currency Substitute CCE-S38 2. Materials: A. product containers (cans boxes, cartons, jars, etc.) B. feather dusters, dust rags, brooms,etc.) C. price stamper or felt markers or stickers D. if possible: a cash register or print-out calculator or pocket calculator E. sacks or bags	

GOAL The student will be aware of employment possibilities.

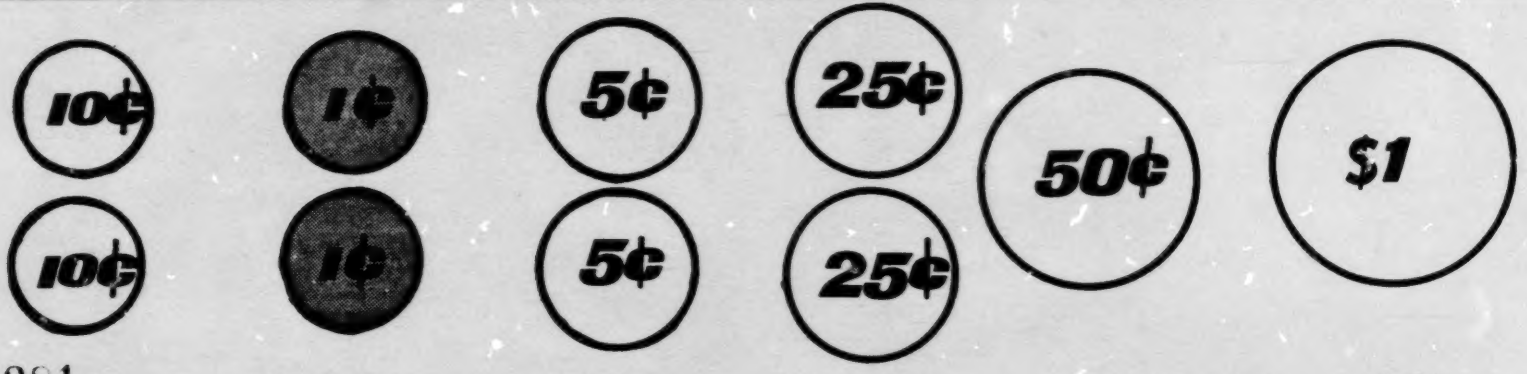
UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	*distribute Currency Substitute CCE-S38 in predetermined amounts *make up shopping lists *if possible obtain a cash registor or a calculator with a printed readout or a pocket claculator *use some of the Currency Substitute CCE-S38 for checkout change *students are to take turns shopping for, checking out, and sacking the various items *see that students are aware that items must be restocked and repriced when depleted by shoppers *show an example of the Universal Price Code and briefly discuss Computer Scanner Systems	2. Resources: A. Checker - Cashier, workbook, South-Western Publishing Co., Cincinnati, OH B. Computer Scanner System, pamphlet, Safeway Stores Inc., 4th and Sackson, Oakland, CA 94660 C. Until Joe Comes Back: Supermarket Stock Clerk, reader, Pacemaker Vocational Readers, Fearon-Pitman, Inc., Belmont, CA 94002	

CURRENCY SUBSTITUTES

CUT OUT PASTE COINS TO CARDBOARD

$1	$5	$10	$20
$1	$5	$10	$20
$1	$5	$10	$20
$1	$5	$10	$20



GOAL The student will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	4. The All New _____ *provide students with handout of CCE-S39 *encourage students to be creative with their products. Have them: fill in the name of their products and do additional art work to provide a clearer picture of the product and its intended use *next, provide students with handouts of CCE-S40 *read and explain handouts to students *have students fill out CCE-S41 in relationship to their products	4. Forms: A. The All New _____ picture CCE-S39 B. The All New _____ form CCE-S40 C. Order form CCE-S41 4. Resources: A. Basic Marketing, book, Richard D. Irwin, Inc., Homewood, IL 60430 B. Consumer Advertising, multimedia kit, The Procter & Gamble Co., Cincinnati, OH 45214 C. Marketing and Action, newsletter. Man & Manager, Inc., 799 Broadway, NY, NY 10003	

GOAL The student will be aware of employment possibilities.		UNIT Exploring Career Clusters	
Objectives	**Activity**	**Resources/Materials**	**Work Space**
	*students are to now give creative and persuasive sales pitches *offer constructive critisism of each sales pitch *on the merits of the sales pitches, have students fill out order forms CCE-S41 for products they would buy *Discuss, compare, and display completed handouts of the various products *relate various aspects of activity to different occupations	D. Marketing Information, annotated bibliographies Superintendent of Documents, US Government Printing Office, Washinington, DC 20402	

CCE-S39

ALL NEW!

SUGGESTED RETAIL PRICE

CONTAINS:

ITEM NO.

THE ALL NEW□□□

- The All New _____ (name of product) was developed by _____ (student's name).
- The all New _____ (name of product) is _____ (what is the product).
- Each box of The All New _____ (name of product) contains _____ (give contents).
- The price per box of The All New _____ (name) _____ (of product) is _____ ($$¢¢).
- The All New _____ (name of product) has an item number _____.
- The All New _____ (name of product) is sold to _____ (who is to buy the product).
- Source of retail distribution of The All New _____ (name of product) are _____ (where), _____ (where), and _____ (where).
- The All New _____ (name of product) is unique because _____

_____

_____.

ORDER FORM

CCE-S41

Date _____

□ Enclosed Find $_____

□ Bill Me Later

Send to:

Name _____

Street _____

City _____

State _____ Zip ____

Signed _____

Qnty.	Item No.	Product	Price

GOAL The student will be aware of employment possibilities.		UNIT Exploring Career Clusters	
Objectives	**Activity**	**Resources/Materials**	**Work Space**
	4. Field Trip *take class on a field trip	4. Form: See appendix A	
	5. Vist by Resource Person *invite a resource person to visit	5. Form: See appendix B	

GOAL The student will be aware of employment possibilities.

UNIT Exploreing Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	3. To Market We Go *This activity depects the path of a product from its source to the consumer with an emphasis on market marketing and distribution Example: show how milk goes from a cow to a dairy, to a supermarket, then to a kitchen table *have students research various products *make bulletin board and/or *do a felt board with an oral presentation and/or *make posters and murals and/or *do a table top model	3. Resources: AV Instruction: Technology Media, and Methods, as cited	

TRANSPORTATION

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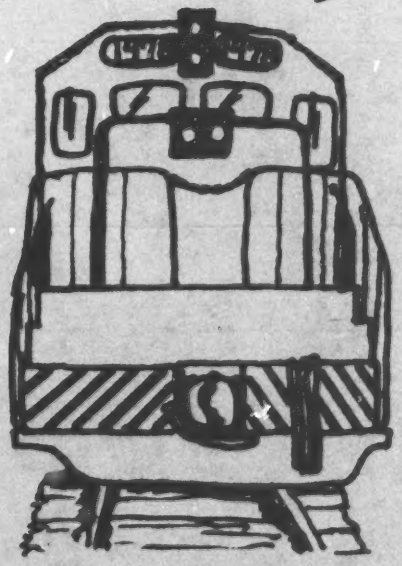
GOAL The student will be aware of employment possibilities.

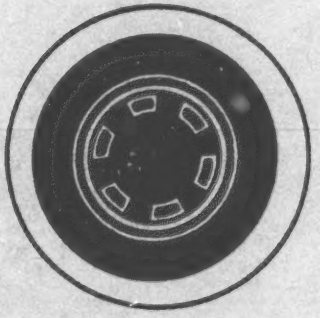
UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	XIII. Transportation 1. Cluster Introduction, Definition, and Terminology *use overhead to preview cluster transparency CCE-S42 *define and discuss terminology of the cluster *discuss symbols and characters viewed on transparency *determine if students are familiar with the cluster *survey the students to determine if any are working or have worked on jobs within the cl[illegible]er or know of someone who is	1. Forms: A. Cluster transparency CCE-S42 B. Job sample form CCE-T110 1. Resources: A. Careers in the Trucking Industry, pamphlet, American Trucking Asso., 1616 P Street, NW, Washington, DC 20036 B. Dictionary of Occupational Titles, as cited C. Exploring Careers, as cited D. Guide to Federal Aviation Administration Publications, booklet, FAA, Attn: APA-430, 800 Independence Ave. SW, Washington, DC 20591	

GOAL The student will be aware of employment possibilities.		UNIT Exploring Career Clusters	
Objectives	**Activity**	**Resources/Materials**	**Work Space**
	*examine job sample form CCE-T110, place areas on chalk board, then allow students to fill in occupations *discuss desirability and availability of various jobs *discuss skills needed, pay scales, and outlooks for various jobs	E. The Human Side of Railroading, booklet, Association of American Railroads, Office Information and Public Affairs, 1920 L Street, NW, Washington, DC 20036 F. Occupational Outlook Handbook, as cited	

Transportation





TRANSPORTATION

Land	Air	Water
Truck Driver	Pilot	Waterway Engineer
Railroad Worker	Mechanic	Ordinary Seaman
Mechanic	Air Traffic Controller	Longshoreman
Bus Driver	Flight Attendant	Ferry Operator
Service Station Worker	Frieght Handler	Barge Workers
Dock Worker	Safety Director	Ship's Cook
Cab Driver	Aeronautics Plant Worker	Lock & Dam Worker
Body Shop Worker	Terminal Maintenance	Bosun (boatswain)
Cycle Sales	Claims Adjuster	Dock Worker
Auto Plant Worker	Public Information Director	Ship Yard Construction
Pipeline Worker	Airport Design & Maintenance	Engine Crew Member
Others: _____	Others: _____	Others: _____

GOAL The student will be aware of employment possibilities.		UNIT Exploring Career Clusters	
Objectives	**Activity**	**Resources/Materials**	**Work Space**
	2. Identify the Signs *provide students with handouts of Identify the Signs CCE-S43 *instruct students to fill in proper response to each sign and to be specific (example: the merge sign in a merge right) *note that some signs need to be completed (example: writing stop on the stop sign then filling in the response) *add proper colors to signs *compare and discuss completed handouts *discuss the significance of these signs to drivers, cyclists, pedestrians, etc.	2. Form Identify the Signs CCE-S43 2. Materials: crayons, colored pencils, or colored markers 2. Resources: A. The Golden Age of the Automobile, 16 mm film, Learning Corporation of America, 711 Fifth Ave., New York, NY 10022 B. Goofy Over Automobiles/ Motorcycles, filmstrips, Walt Disney Educational Media Company, 500 South Buena Vista Street, Burbank, CA 91521 C. Your State Driver's Manual	

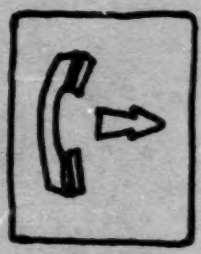
GOAL The student will be aware of employment possibilities.

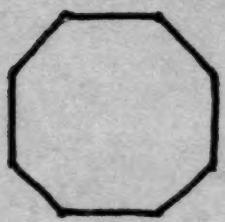
UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	*carefully remove wheel *place spare tire on *replace the nuts by hand making sure tire is flush against wheel hub. *lower and remove jack *tighten lug bolts with lug wrench *replace hub cap	D. Automobile Owner's Manual	
	if possible . . . *change tires on various vehicles (cars, trucks, bicycles, motorcycles, tractors, etc.) *repair a flat tire *do a tune up *others		

GOAL The student will be aware of employment possibilities.		UNIT Exploring Career Clusters	
Objectives	**Activity**	**Resources/Materials**	**Work Space**
	3. Change That Tire *under close supervision, have student change a tire on an automobile *examine procedures in owner's manual with student *make sure auto is on a flat, even surface *using a screwdriver, remove the hubcap *with a lug wrench, loosen the lug nuts but do not remove *carefully position jack and raise until tire is two or three inches off the ground *remove lug nuts and place in hubcap	3. Tools/Equipment: A. screwdriver B. lug wrench C. jack 3. Resources: A. Career Opportunites in Automotive Services, pamphlet, Motor Vehicle Manufacturers Asso., 300 New Center Building, Detroit, MI 48202 B. The Feminine Fix-It Auto Handbook, book, Grosset and Dunlap Publishers, New York, NY C. The Job Box, resource module, Pitman Learning, Inc., 6 Davis Drive, Belmont, CA 94002	

IDENTIFY THE SIGNS



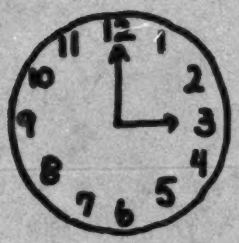


GOAL The student will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	4. Get Me There On Time *discuss the importance of accurate time keeping in transportation *provide students with handouts of Get Me There On Time CCE-S44 *instruct students to fill in proper response to each item *upon completion, compare and discuss responses given *discuss the importance of accurate time keeping in day to day living *develop your own examples	4. Form: Get Me There On Time CCE-S44	

GET ME THERE ON TIME



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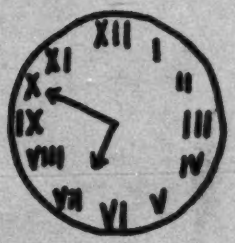

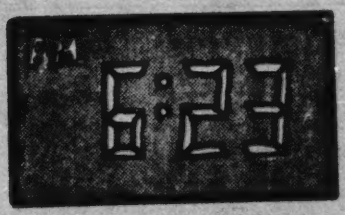

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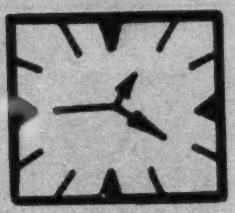
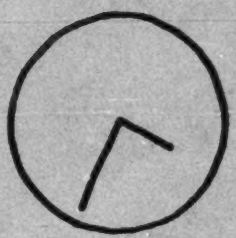
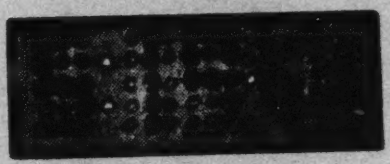


Half past nine



Two forty three is _____ minutes until _____ o'clock.

The eighteenth day of the sixth month in the year nineteen hundred and eighty-three A.D.



6:34pm EST

NINETEEN HUNDRED HOURS

ETA is in 10 minutes

145 MINS. IS

____ HRS. ____ MINS.

GOAL The student will be aware of employment possibilities.		UNIT Exploring Career Clusters	
Objectives	**Activity**	**Resources/Materials**	**Work Space**
	5. Field Trip *take class on a field trip	5. Form: See appendix A	
	6. Visit by a Resource Person *invite a resource person to visit	6. Form: See appendix B	

PERSONAL SERVICES

315

GOAL The student will be aware of employment possibilities.		UNIT Exploring Career Clusters	
Objectives	**Activity**	**Resources/Materials**	**Work Space**
	XIV. Personal Services 1. Cluster Introduction, Definition, and Terminology *use overhead to preview cluster transparency CCE-S45 *define and discuss terminology of the cluster *discuss symbols and characters viewed on transparency *determine if students are familiar with the cluster *survey the students to determine if any are working or have worked on jobs within the cluster or know of someone who is	1. Forms: A. Cluster tranaparency CCE-S45 B. Job example form CCE-T118 1. Resources: A. Dictionary of Occupational Titles, as cited B. Exploring Careers: Personal Services, filmstrips, Society for Visual Educations, Inc., Dept. LF, 1345 Diversey Parkway, Chicago, IL 60614 C. Occupational Outlook Handbook, as cited	

Personal Services

GOAL The student will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	*examine job sample form CCE-T118. Place areas on chalk board, then allow students to fill occupations		

LEVEL I SECTION III

PERSONAL SERVICES

Barbering/Cosmotolgy	Shampooing Hair Styling Shaving & Facial Treatment Makeup/ Manicuring Hairpiece Styling Custodial & Maintenance Product Testing	Mortuary Science	Embalming/Cremation Transporting Arrangements & Displays Service Planning & Ushering Burial Sight Prepartation/Care Custodial & Maintenance
Domestic Services	Butler Maid Chauffeur Gardener/Grounds Keeper Repair & Maintenance	Animal Care	Grooming Exercising Health Care Mortuary Services Sales/Pet Shop Operation Training Kennel Operation Nurturing
Human Service	Guidance & Counceling Physical Fitness Consultant Home Therapist Home Health Aids Tutoring Child Care	Others	_____ _____ _____

GOAL The student will be aware of employment possibilities.		UNIT Exploring Career Clsuters	
Objectives	**Activity**	**Resources/Materials**	**Work Space**
323	2. The Groom Salon *arrange to use a room with a sink to simulate a styling salon *collect materials for activity *pair students together, male/female combinations are encouraged but not necessary *students are to wash their hands and faces thoroughly *partners will wash and condition each others hair *towel dry hair and comb out *part or roll hair *comb/brush hair into desired style	2. Materials: bar soap, wash cloths, towels, shampoos, conditioners, rollers, rolling irons, dryers, combs, brushes, clips and hair pins, nail clippers and files, polishes, make up, hair spray, shave cream, razors (without blades), etc. 2. Resources: A. Career Education Guide: Health/Cosmetology, booklet, USDESEA Manual 352-356-6 Department of the Army B. Jobs in Cosmetology, 16 mm film, Sterling Educational Film, P.O. Box 30, Wimberly, TX 78676	324

GOAL The student will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	*partners are to clean, clip, and file each others fingernails *add nail polish when desired *apply makeup to female partners *apply shave cream and shave males using razors without blades *partners are to check others clothing for neatness *relate activity to various occupations	C. Self Care Series: Male/Female, filmstrips, Interpretive Education, 2306 Winters Drive, Kalamazoo, MS 49002	

GOAL The student will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	3. The Egg and I *provide each student with an an uncooked egg *instruct students that they are to care for the egg as if it were a living child for a period of no less than 24 hours *encourage students to be creative and thoughtfull in providing for their eggs *as with small children, the eggs are not to be left alone, baby sitters, (or in this case, egg sitters) must be arranged for *if an egg is broken, it is considered dead. Use this opportunity to discuss mortuary sciences and dealing with death	3. Materials: A. eggs B. pens, markers, etc. to draw features on eggs C. Scraps of cloth for clothing D. others 3. Resources: A. American Baby, magazine, American Baby, Inc., 575 Lexington Avenue, New York, NY 10022 B. A Manual for Baby Sitters, book, Little, Brown, and Company, Boston, MA C. Parenting: A Guide For Young People, book, Oxford Book Company, New York, NY	

GOAL The student will be aware of employment possibilities.		UNIT Exploring Career Clusters	
Objectives	**Activity**	**Resources/Materials**	**Work Space**
	*conduct discussions of professional child care and parenting if possible . . . *as a class conduct a baby sitting service *practice holding, feeding, and dressing of dolls *check with local social service organizations about any interaction programs the class may partcipate in with younger children		

GOAL The student will be aware of employment possibilities.		UNIT Exploring Career Clusters	
Objectives	**Activity**	**Resources/Materials**	**Work Space**
	4. Field Trip *take class on a field trip	4. Form: See appendix A	
	5. Visit by a Resource Person *invite a resource person to visit	5. Forms: See appendix b	
331			332

PUBLIC SERVICES

GOAL The student will be aware of employment possibilities.

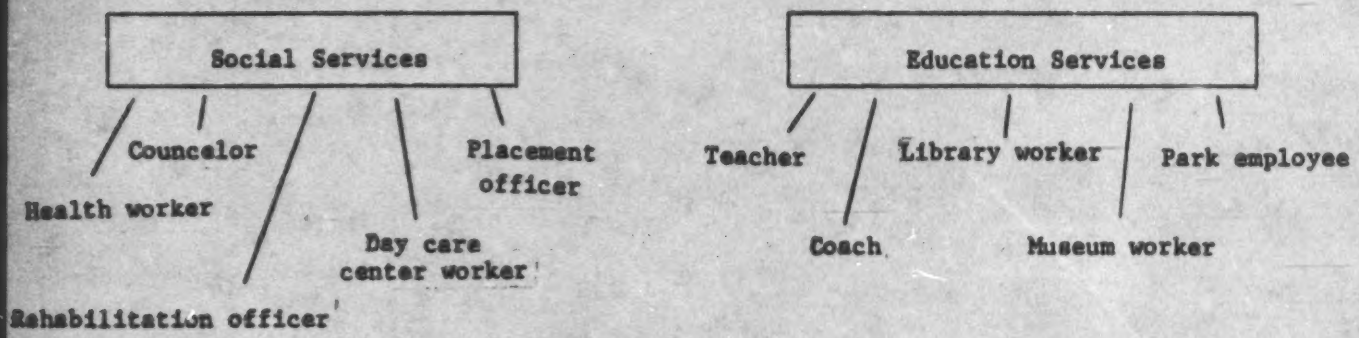
UNIT Exploring Career Clusters

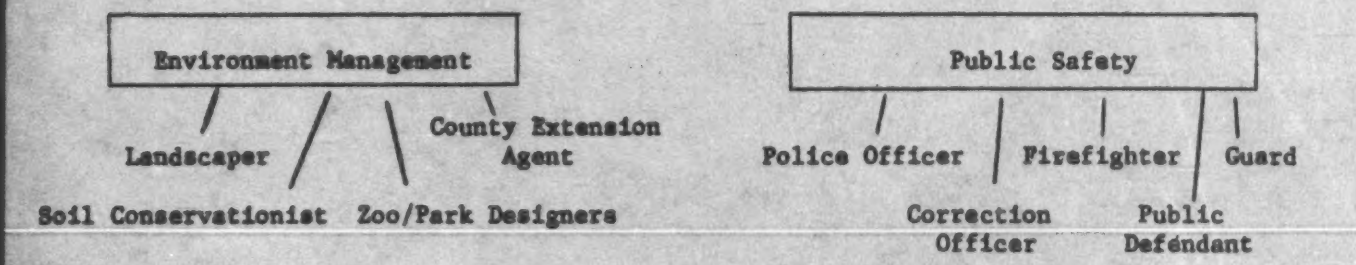
Objectives	Activity	Resources/Materials	Work Space
	XV. Public Services 1. Cluster Introduction, Definition, and Terminology *use overhead to preview cluster transparency CCE-S46 *define and discuss terminology of the cluster *discuss symbols and characters viewed or transparency *determine if students are familiar with the cluster *survey the students to determine if any are working or have worked on jobs within the cluster or know of someone who is	1. Forms: A. Cluster transparency CCE-S46 B. Job sample form CCE-T125 2. Resources: A. Career Awareness Books, books and audio cassettes, EMC Corp., 180 East Sixth Street, Saint Paul, MN 55101 B. Careers for a Changing World: Public Service, booklet, NY Life Insur. Co., 51 Madison Ave., NY, NY 10010 C. Dictionary of Occupational Titles, as cited D. Exploring Careers, as cited	

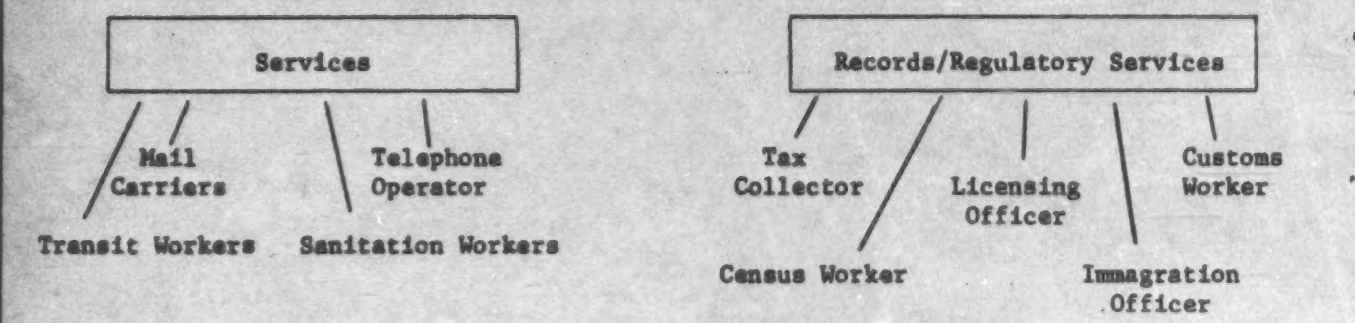
GOAL The student will be aware of employment possibilities.		UNIT Exploring Career Clusters	
Objectives	**Activity**	**Resources/Materials**	**Work Space**
	*examine job sample form CCE-T125, place areas on chalk board then allow students to fill in occupations *discuss desirability and availability of various jobs *discuss skills needed, pay scales, and outlooks for various jobs	E. Occupational Outlook Handbook, as cited	

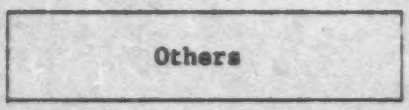
Public Service

Public Service









GOAL The student will be aware of employment possibilities.		UNIT Exploring Career Clusters	
Objectives	**Activity**	**Resources/Materials**	**Work Space**
	2. Sanitation Engineering Project *have students collect or make all weather type containers (barrels, trash cans, large wire baskets, large plastic containers, etc.) *clean containers of all rust and dirt *paint containers *label containers "TRASH" and give some indication of a CCE project *distribute containers on campus or at any area in need of such containers *students are to see that the containers are empted and maintained regularly	2. Materials: A. containers (barrels, trash cans, large wire baskets, large plastic containers, etc.) B. cleaning tools (brushes, rags, etc.), equipment (hose, etc.), and materials (soap, rust remover, etc.) C. paint 2. Resource: Sanitary Landfill: Your the Operator, 16 mm film, Audience Planners, Inc., 1 Rockefeller Plaza, Suite 1710, New York, NY 10020	

GOAL The student will be aware of employment possibilities.

UNIT Exploring Career Clusters

Objectives	Activity	Resources/Materials	Work Space
	*containers may be collected, cleaned, repaired, and stored when students have extended breaks (ie. summer vacations) *conduct a discussion of sanitation workers' value and career possibilities		

GOAL The student will be aware of employment possibilities.		UNIT Exploring Career Clusters	
Objectives	**Activity**	**Resources/Materials**	**Work Space**
	3. What Would You Do If . . . . *provide and read with students What Would You Do If . . . handout CCE-S47 *have students develop a step by step plan of action for each or select situations and list this on Plan of Action handout CCE-S48 *have students present their plans for role playing the situation *various students are to assume roles called for in the plans (examples: poisoned child, police, telephone operator, barking dog, etc.) *allow enough time for role playing to develop and flow	3. Forms: A. What Would You Do If . . CCE-S47 B. Plan of Action CCE-S48 3. Resources: A. The Book of Think: Or How to Solve A Problem Twice Your Size, book, Little, Brown, and Co., Boston, MS B. Making Experience Work, book, McGraw-Hill Book Company, New York, NY	

GOAL The student will be aware of employment possibilities.		UNIT Exploring Career Clusters	
Objectives	Activity	Resources/Materials	Work Space
	*upon completion of each role playing episode, discuss what has occured and the various occupations observed		

LEVEL I SECTION III

What Would You Do If . . .

CCE-S47

- you walk by a manhole and smell gas
- a small child swallows a bottle of pills
- smoke is coming from your neighbor's house
- your garbage hasn't been collected for two weeks
- someone is attempting to break into your apartment
- you are in a wheelchair and must get across town
- you have to mail an expensive gift
- child care is needed while you work
- a stray dog is hanging around your neighborhood
- strawberries won't grow very well in your garden
- you need license plates for your new car
- you wanted information on the future of various occupations

Plan Of Action

CCE-S 48

step one: _____

_____

_____

step two: _____

_____

_____

step three: _____

_____

_____

step four: _____

_____

_____

step five: _____

_____

_____

others: _____

_____

_____

_____

_____

GOAL The student will be aware of employment possibilities.		UNIT Exploring Career Clusters	
Objectives	**Activity**	**Resources/Materials**	**Work Space**
	4. Field Trip *take class on a field trip	4. Form: See appendix A	
	5. Visit by a Resource Person *invite a resource person to visit	5. Form: See appendix B	

Appendix A

What is a field trip?

A field trip is taking the students into the community for a learning experience that cannot be obtained within the school. In other words, "If the mountain can't come to the students, the students will go to the mountain."

Some of the considerations presented in the section on Resource People (see appendix B) may be useful. Other considerations are:

Criteria for Field Trips

Will the trip . . .

* be interesting?
* be suitable to special needs students?
* apply to the career cluster being studied?
* be worth the time and effort required?
* provide learning experiences that are otherwise unobtainable?

Field Trip Checklist

_____ Investigate school policies concerning field trips.
_____ Visit and analyze agency or location for the field trip.
_____ Discuss trip with the principal and obtained approval.
_____ Make arrangements and set dates ahead of time with agency to be visited.
_____ Be aware of any architectual barriers and restrictions.
_____ Take care of paper work (requests, releases, etc.)
_____ Arrange for transportation, time schddule, chaperone, and other adult help.
_____ Plan for food, restroom, and emergency facilities.
_____ Set down ground rules for behavior with students.
_____ Discuss with students specific points to be observed and some questions that may be asked.
_____ Plan appropriate dress for conditions.
_____ Assign a student or students to keep a record of the visit (notes, sketches, photos, etc.)
_____ Others: _____

Post Trip Activities

_____ Send letters of appreciation

_____ Discuss the trip

_____ Indepth exploration

Others: _____

_____

_____

_____ Make a scrap book including all trips

_____ Display any materials obtained

_____ Make drawings, models, bulletin boards, written or audio record reports or any other productive personal intepretation of the trip

_____

Activities Handbook for Business Teachers, Green, Helen, Hinkson, New York: McGraw-Hill, Inc., 1958, p. 233.

AV Instruction: Technology. Media and Methods, Brown, James W., New York: McGraw-Hill, Inc., 1977, p. 43.

Resource People

Who or What are Resource People?

These people either individually or in small groups come into the classroom upon your request to share with your students their first-hand knowledge and experiences.

What is the value of a visit from a resource person?

A resource person can provide valuable insight both positive and negative that your students may not obtain from other sources. This person may also be a source of inspiration to your students in a "hey look, if I can do it, you can, too" manner.

The Resource People Resource

Where to find Resource People

_____ Ask yourslef

_____ Ask your fellow teachers

_____ Ask your students about parents, relatives, and aquaintences

_____ Look at your school's staff

_____ Search newspapers & other publications

_____ Check with business and public relations offices

Others: _____

_____

Contacting Resource People

_____ Call or write them yourself

_____ Have a student(s) call or write them

_____ Give reasons why resource was contacted

_____ Set up dates and times and keep a written record of these

_____ Make a list of things needed (projectors, tables, chalkboards, etc.)

_____ Send out forms B-1 and B-2 and maps

_____ Select students to greet your guest

_____ Upon arrival at your school, have some students help with loading, setting up, taking down, and loading equipment brought by the resource person.

Others: _____

_____

Appendix B

Preparing Your Class For A Visit

_____ Allow sufficient time
_____ Introduce the subject and terminology involved
_____ Have the students prepare some questions they may wish to ask
_____ If needed, rearrange seating and set up any equipment
_____ Set down ground rules for student conduct but promote a positive atmosphere
_____ Encourage students to interact when the opportunity presents itself
_____ Delegate a student(s) to take notes, make sketcheds, take pictures, make audio or video tapes, or any combination of these

Others: _____

_____

_____

_____

After The Visit Activity

_____ Send a letter of thanks to the resource person
_____ Send a letter to the company or administration that provided the resource person acknowledging the contribution
_____ Return any borrowed equipment
_____ Review the visit with the students
_____ Provide an account of the visit to school and local newspapers
_____ Make scrap book to included this and other visits
_____ Do more indepth research
_____ Display any materials given to the class
_____ Keep a record (name, phone number, address, etc.) for your future use

Others: _____

_____

_____

_____

_____

AV Instruction: Technology, Media Methods, as cited pp. 53.

Career Development Education, Tennyson, W. Wesley: National Vocational Guidance Association, 1980, p 90.

*Being an Effective Resource Person (B-1)

Some Suggestions are:

1. Tell about your duties and responsibilities on your job.
2. Wear the clothes you work in. Don't worry about things such as stain and scuffs if they are a product of your work environment. Bring any tools, equipment or vehicle that may be easily and safely shown to the students. Bring displays, films, video tapes, audio recordings, slides, handouts, etc. Be sure to make arrangements for any equipment (tape players, projectors, tables, etc.) that you may need.
3. Discuss training and preparation needed for your job. Examples: Age, weight, and height requirements; specific skills needed, aptitude needed, educational/training requirements.
4. Talk about your work environemnt. Do you work alone or with others? Is your job dangerous?
5. Talk in general about economics of the job. Pay range. Do you have to invest any of your own money (uniforms, tools, equipment, etc.).
6. Give some pro's and con's of your job. Example: "it's nice to work out doors but a bit uncomfortable during the hot summer or cold winter."
7. Mention typical places of employment. Example: A nurse may work in a hospital, doctor's office, or school.
8. Be open to questions during your presentation.
9. Tell some interesting or funny experiences.
10. If possible, bring keep sakes for the students.

*Characteristics of Secondary Special Needs Students (B-2)

1. Age span: 15 - 20 years.

2. Attention span: 15 - 30 minutes. If activities are varied, 45 minutes.

3. Vocabulary: Limited. Little or no reading ability. Has difficulty with big words and technical terms. Slang is often used.

4. Interest: Being treated "grown up". Boys often assume "mocho" roles. Girls are discovering non-traditional roles. "Doing" activities have more value than "thinking" activities. The more senses (sight, hearing, touch, smell, and taste) stimulated the more learning that will occur.

5. Self-Expression: Some students are very loud and outspoken while others are extremely quiet and withdrawn. Most students are honest when expressing their feelings.

6. Emotional Responses: Are wary of authority. Appreciate honesty.

7. Reasoning Ability: Must relate a purpose to things presented to them. Areas easily frustrated if tasks are too difficult.

8. Ethics: Have a strong need for success which has often been a rare occurrence. Some students have a strong peer group influence that often dictates behavior. Admire individuals who have had success that share common traits with them.

9. Property Values: Desire money but may not understand its use or misuse. Value material objects. Are possessive.

10. Others: _____

_____

*Adapted from Resource People, Project CAP (Career Awareness Program), Box 13, Greenland, AR 72737.

Some of the art appearing in Exploring Career Clusters has been adapted from: Exploring Careers, Bulletin 2001, Bureau of Labor Statistics; Link Art Kits, Link Educational Laboratories, Box 25, Hope Hull, Alabama, 36043; People, Places, and Things, Dynamic Graphics, Inc. 6706 North Sheridan Road, Peoria, IL 61614, and other sources.